



DELAWARE EDUCATION

STATE REPORT CARD

2005-2006

January, 2007

January 10, 2007

Message from Secretary Valerie A. Woodruff:

Beginning in 2004, we began supplementing our annual State Summary Report on the Delaware Student Testing Program with a new publication- *The State Report Card for Delaware*. We will continue to submit this report to the U.S. Department of Education on an annual basis and make it available to the public. I encourage you to review the report. It contains summary details of our students' growth in the areas of reading, mathematics, writing, science and social studies.

As federal accountability regulations enter their 6th year of implementation, many states have accelerated their efforts to refine standards-based assessments and indicators of academic progress as required by No Child Left Behind. I believe Delaware is indeed fortunate to have had the foresight to undertake substantial educational reform and development of an accountability system for students, teachers, and schools in the mid-1990's. Although there have been rough spots along the way to success with Delaware curriculum reform, student score gains on the DSTP over the past eight years (1998-2006) make clear that teaching and learning are quantitatively and qualitatively improved as a result.

Several of the highlights detailed in the attached report are as follows:

- The Spring 2006 Delaware Student Testing Program (DSTP) results for reading, mathematics and writing in grades 3, 5, 8 and 10; as well as the Fall and Spring 2005 science and social studies DSTP results for grades 4, 6, 8 and 11 are included, both in the aggregate and disaggregated by different student subpopulations.
- Accountability ratings for more than 170 public schools, 19 school districts and the State under Delaware's recently revised accountability system are included within the report. The annual results of the DSTP are used as the primary means to determine school and district ratings.
- Trend charts displaying student progress on annual state assessments for the past three years compose another important segment of the report.

The Department of Education remains committed to our mission to promote the highest quality education for every Delaware student by providing visionary leadership and superior service.

Please visit our website for additional detail on Delaware student achievement, at the following links:

Delaware Dept. of Education website: <http://www.doe.k12.de.us>
DSTP Online report link: <http://dstp.doe.state.de.us/DSTPmart>

TABLE OF CONTENTS

State of Delaware Statistics Summary	1
2006 DSTP Executive Summary	2
DSTP State Summary Report, Spring 2006 Administration: Reading, Writing and Mathematics	7
Data Set 1: Charts of State Level Disaggregated Results for Grades 3, 5, 8 and 10 in Reading, Writing and Mathematics	8
DSTP State Summary Report, Fall 2005 Administration: Science and Social Studies	34
Data Set 2: Charts of State Level Disaggregated Results for Grades 4 and 6 in Science and Social Studies	35
DSTP State Summary Report, Spring 2005 Administration: Science and Social Studies	39
Data Set 3: Charts of State Level Disaggregated Results for Grades 8 and 11 in Science and Social Studies	40
DSTP State Summary Report, Spring 2006 Administration: DE Alternate Portfolio Assessment (DAPA)	44
Data Set 4: Charts of State Level Disaggregated Results For Grades 3, 5, 8 and 11 in Reading, Writing and Mathematics	46
Student Achievement Trend Data	58
Data Set 5: Charts of State Level Disaggregated Results for Grades 4, 6, 8 and 11 in Science and Social Studies	59
Other Indicators Used to Measure Adequate Yearly Progress (AYP)	75
Data Set 6: June, 2005 State Level Cohort Graduation Rates	77
Data Set 7: Progress Shown in the “All” Students Cell for Average Scale Scores for Reading and Math Combined for Students Scoring Below the Standard Compared to the Previous Year	79

Accountability Regulations Executive Summary	80
Data Set 8: Accountability Ratings for public schools and districts (2006-2007)	84
Accountability Rating for the State of Delaware (2006-2007)	91
Guidelines for Identifying “Persistently Dangerous” Schools	93
Professional Qualifications of Teachers	94
Percentage of Classes Not Taught by Highly Qualified Teachers	95



**State of Delaware
Summary
2004-2005**

Area (Square Miles) 2040.15

Public Schools 192

STUDENTS*

Student Enrollment 119,109

 Regular (%) 86.9%

 Special (%) 13.1%

Enrollment by Race (%)

 American Indian 0.3%

 Asian 2.7%

 Black 32.2%

 Hispanic 8.5%

 White 56.2%

Minority Enrollment (%) 43.8%

Graduates 7,447

Average Daily Attendance 110,393

Attendance Rate (%) 93.8

NONPUBLIC

Schools Located in District 981

District Residents Enrolled 24,939

Residents Enrolled (%) 20.9%

STAFF

Full-Time Teachers 7,815

Sex (%)

 Male 24.0%

 Female 76.0%

Race (%)

 White 87.2%

 Black 11.1%

 Other 1.8%

Degree (%)

 Masters and above 51.3%

Teachers

 Average Age 41.0

 Average Teaching Experience 12.7

Student to Teacher Ratio 15.2

Total Professional Staff 9,752

 Official/Administrative (%) 6.9%

 Teachers (%) 80.1%

 Instructional Support (%) 6.2%

 Other Professional (%) 6.8%

FINANCIAL

Revenue Receipts Per Pupil**

 Local \$3,286

 State \$7,728

 Federal \$1,058

Expenditure Per Pupil \$11,303

Average Teacher Salary \$51,253

Scheduled Teacher Salary

 Beginning \$29,263

 Middle \$54,170

 Top \$74,392

Full Valuation Per Pupil*** \$630,966

NOTE: *Excludes vocational part-time students who are counted in home schools,
includes DAFB. ** State revenue excludes school construction funding
provided through general funds rather than the sale of bonds. *** Excludes
Vocational Technical Schools.

2006 DSTP

Executive

Summary

The results from the eighth administration of the Delaware Student Testing Program (DSTP) reading, writing, and mathematics components represent an important step in Delaware's efforts to educate all students to a higher level. These results are part of a long-term effort to gather data on our students' educational progress and use the data to inform our decisions about instruction. Studied over time, the data will help identify trends and patterns that can be directly related to curriculum and instruction, giving districts and schools additional decision-making tools. Reading, writing, mathematics, science and social studies results are summarized in this report.

The assessment results are reported as Performance Levels (PLs). PLs tell how students are performing relative to the State's content standards. Delaware has five performance levels as indicated in the chart below. For the grade 2 DSTP, there are only three possible performance levels. The student performance levels were established by educators and community members from around the state and were approved by the State Board of Education on September 23, 1999.

DSTP Student Performance Levels

Grades 3-10 DSTP Student Performance Levels		
Level	Category	Description
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

Grade 2 DSTP Student Performance Levels		
Level	Category	Description
4	Exceeds the Standard	Very good performance
3	Meets the Standard	Good performance
2	Below the Standard	Needs improvement

DSTP Cut Points for the DSTP Assessment

The cut points for the subject areas of the DSTP appear in tables below. The indicated numbers represent the lowest possible scores a student can earn and still be within the indicated performance level.

Cut Points for Reading for Grade 2:

The DSTP Reading scale scores by performance level are as follows:

	Below the Standard	Meets the Standard	Exceeds the Standard
Grade 2	360 or less	361-418	419 or more

Cut Points for Reading for Grades 3 through 10:

The DSTP Reading scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	386 or less	387 to 414	415 to 481	466 to 481	482 or more
Grade 4	413 or less	414 to 436	437 to 482	483 to 502	503 or more
Grade 5	426 or less	427 to 452	453 to 501	502 to 528	529 or more
Grade 6	434 or less	435 to 459	460 to 503	504 to 541	542 or more
Grade 7	437 or less	438 to 464	465 to 522	523 to 556	557 or more
Grade 8	465 or less	466 to 494	495 to 552	553 to 583	584 or more
Grade 9	467 or less	468 to 497	498 to 577	558 to 585	586 or more
Grade 10	469 or less	470 to 500	501 to 561	562 to 587	588 or more

Cut Points for Mathematics for Grade 2:

The DSTP Mathematics scale scores by performance level are as follows:

	Below the Standard	Meets the Standard	Exceeds the Standard
Grade 2	350 or less	351-403	404 or more

Cut Points for Mathematics for Grade 3 through 10:

The DSTP Mathematics scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	380 or less	381 to 406	407 to 460	461 to 498	499 or more
Grade 4	407 or less	408 to 431	432 to 476	477 to 504	505 or more
Grade 5	432 or less	433 to 450	451 to 504	505 to 527	528 or more
Grade 6	450 or less	451 to 465	466 to 517	518 to 538	539 or more
Grade 7	458 or less	459 to 471	472 to 519	520 to 542	543 or more
Grade 8	468 or less	469 to 486	487 to 526	527 to 548	549 or more
Grade 9	485 or less	486 to 513	514 to 553	554 to 569	570 or more
Grade 10	505 or less	506 to 522	523 to 558	559 to 577	578 or more

Cut Points for Writing for Grades 3 through 10:

The DSTP Writing scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	1-3	4-6	7-9	10-11	12-15
Grade 4	1-4	5-6	7-9	10-11	12-15
Grade 5	1-4	5-7	8-9	10-11	12-15
Grade 6	1-4	5-7	8-9	10-11	12-15
Grade 7	1-4	5-7	8-9	10-11	12-15
Grade 8	1-4	5-7	8-9	10-11	12-15
Grade 9	1-4	5-7	8-9	10-11	12-15
Grade 10	1-4	5-7	8-9	10-11	12-15

Cut Scores for Science for Grades 4, 6, 8, and 11:

The DSTP Science scale scores by performance level are as follows:

Grade	Below	Meets	Exceeds	Distinguished
4	286	300	325	336
6	285	300	325	335
8	280	300	325	338
11	282	300	325	335

Cut Points for Social Studies for Grades 4, 6, 8, and 11:

The DSTP Social Studies scale scores by performance level are as follows:

Grade	Below	Meets	Exceeds	Distinguished
4	285	300	325	337
6	286	300	325	335
8	282	300	325	335
11	276	300	325	337

Student Participation

A goal of the DSTP is to have all eligible Delaware public school students participate in the state testing programs. To achieve this goal, the *DSTP Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency (Revised April 14, 2003)* is available. Delaware educators use this document to guide them through the decision making process for participation in the DSTP for students with disabilities, students with a Section 504 plan, and for students who are dually eligible as a student with a disability and limited English proficient (SD/LEP). The guidelines are in accordance with federal regulations governing the inclusion of these students in state testing programs and are available on the *DSTP Documents and Reports* website at http://www.doe.state.de.us/AAB/DSTP_publications.html.

Accommodations and Exemptions

All students with disabilities in grades 2 through 11 will participate in the DSTP and may test under regular conditions, test with accommodations, or are included in the Delaware Alternate Portfolio Assessment (DAPA). SD/LEP students in grades 2 through 11 will participate in the

DSTP unless included in the DAPA and/or in the Delaware English Language Learner Assessment (DELLA) alternate assessment to the DSTP reading and writing tests. Most accommodations allow us to include a student's score in the state, district, and school test results. Few accommodations require that we not include a student's score in the state, district, and school test results. Students who are SD/LEP may be exempted from the DSTP-1 science and social studies tests if they are in grades 4, 6, 8, and 11; and/or from part or all of the DSTP-2 reading, writing, and mathematics tests if they are in grades 2, 4, 6, 7, and 9; and meet the criteria of testing condition 5 outlines on pages 12 – 14 of the *DSTP Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency* (Revised April 14, 2003).

Reporting Scores of Students with Accommodations

Students tested with accommodations that do not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students tested with accommodations that interfered with the comparability of their scores to the scores of students tested under regular conditions are not included (non-aggregated) in the school, district, and state test results in the *DSTP State Summary and the DSTP On-Line Reports*; however, all students receive an individual score report.

Scores for all students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state's district, school, and student accountability indices.

The Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency specify that if the maximum allowable time to complete the SAT9 reading and/or SAT9 mathematics portions of the test is extended, then the score for the SAT9 would not be included in the group summaries, but the standards-based scores would be included. Because this is different from the way summary data were calculated in 1998, 1999, and 2000, the scores of students with these accommodations were not included in the state, district, and school scores in the 2001 or 2002 State Summary Reports. This was done in order to maintain comparability of DSTP scores from year to year.

School personnel such as special education planning teams, LEP program instructors, teachers, and school administrators participate in and document the decisions about exemptions and accommodations.

Absences, Suspensions, and Expulsions

Students are considered absent for the DSTP only if they are absent or suspended for the entire test week and the make-up week that follows. Some students were granted a special exemption from the DSTP due to physical or mental conditions or reasons of an emergency nature, such as death of a family member, accident, hospitalization, etc. Special exemptions or invalidations were also granted for students who were unable to complete all or part of the test due to conditions beyond the student's control that developed during the week of testing. Students who are expelled from school do not take the DSTP within that school but take the DSTP if they are enrolled in an alternative program. Students in alternative programs are required to take the DSTP.

Valid Scores

To receive valid scores on the SAT9 reading and mathematics sections, students must attempt three of the first six items or ten items anywhere in the section. To receive valid scores on the Delaware reading and mathematics sections, students must attempt one Delaware question and have a valid score on the SAT9. To have a valid score on the writing assessment, students must have a scorable response on at least one of the writing prompts; i.e., the stand-alone or the text-based writing prompt. Responses that are off-topic, written in a language other than English, illegible, or blank are non-scorable responses.

Because scores for each section are reported separately, students who do not complete or have invalid scores in one or more sections of the test still may receive scores for the sections that are completed and scored.

Disaggregation of Data

To determine how well educators are meeting the needs of all learners, the DSTP data are disaggregated by gender, race/ethnicity, free/reduced price meal eligibility, Title I, disability, English proficiency, and migrant status. This gives a picture of how various subpopulations are doing in relation to the majority. Data disaggregation reveals whether educators are actually meeting the needs of all learners or just those students whose learning styles and culture respond to a particular instructional style. Disaggregation is an important step in the process of collecting and analyzing data to accurately determine student needs and the causal factors behind those needs.

Disaggregated data at the state and district levels are available on the DSTP On-Line Reports website at <http://www.doe.state.de.us/aab>. Disaggregated school results are available in Delaware school profiles, which may be accessed through the Department of Education's website (www.doe.state.de.us).

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2006 Administration

Reading, Writing & Mathematics

DISAGGREGATED DATA

The following tables contain the Spring 2006 DSTP reading, mathematics and writing disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.state.de.us/aab>.

The following legend can be used to understand what each column of figures contains.

N: Indicates the number of students that contributed to the Standards-Based Score

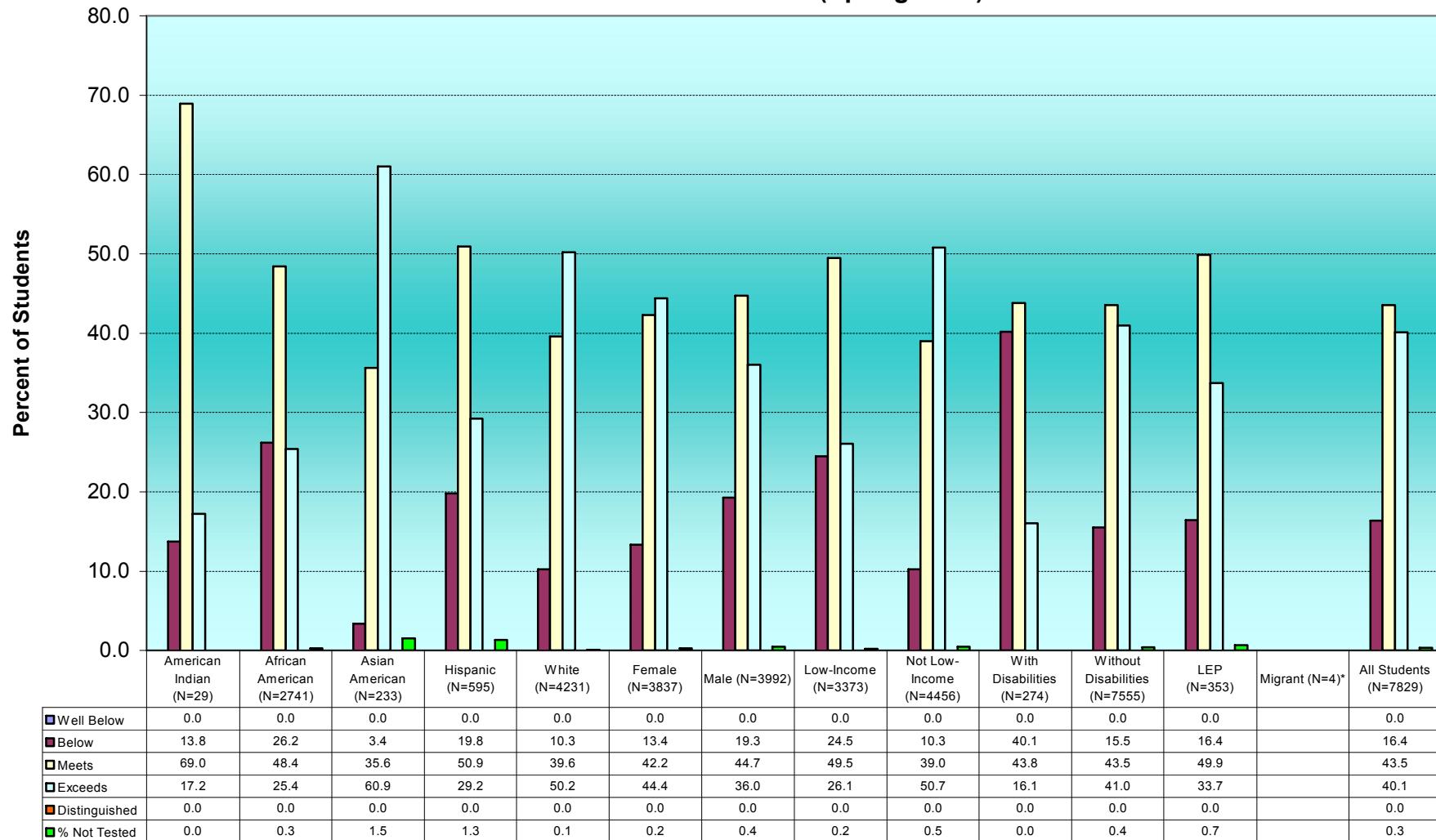
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
Distinguished	Excellent performance
Exceeds	Very good performance
Meets	Good performance
Below	Needs improvement
Well Below	Needs significant improvement

Participation:

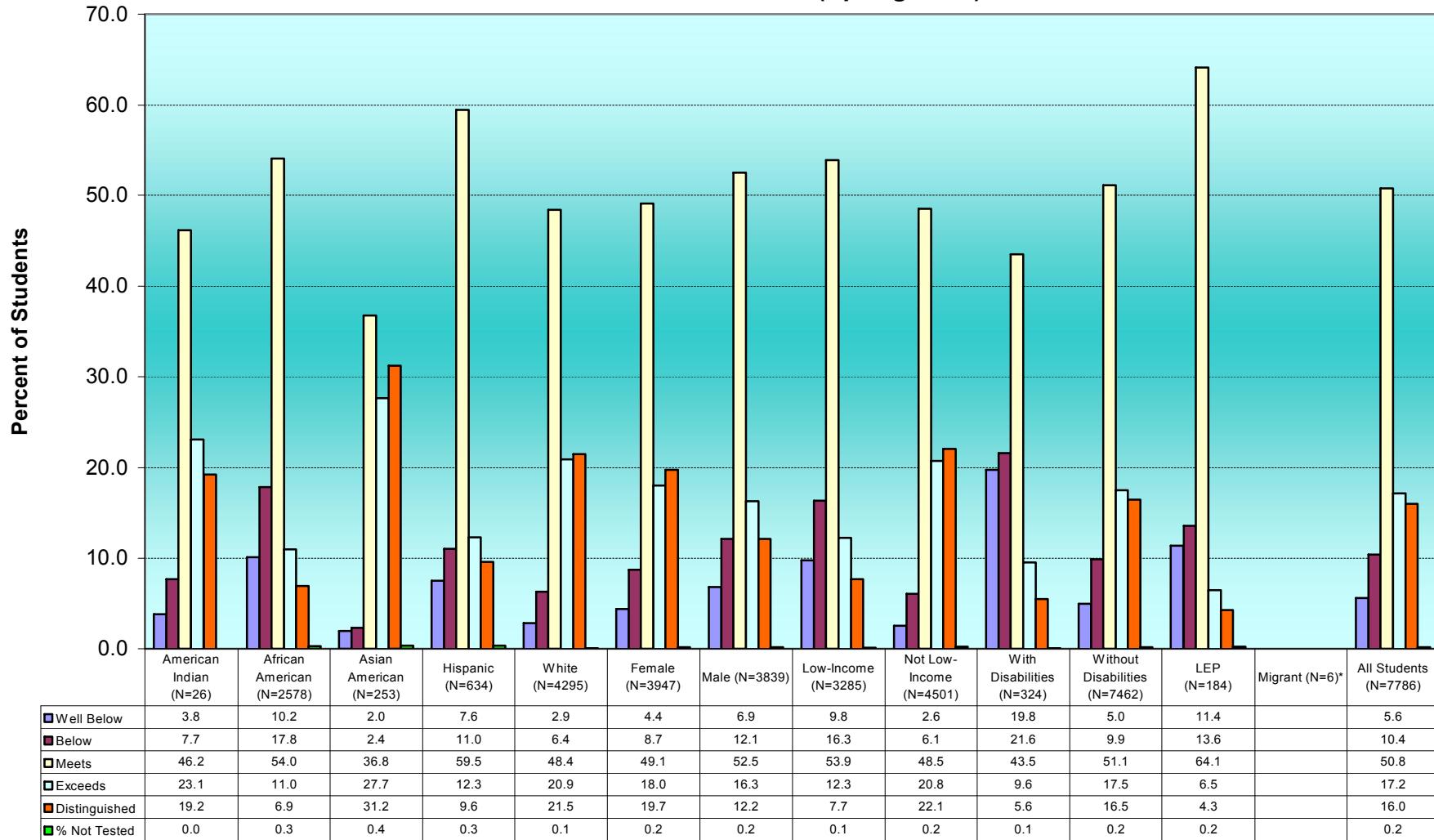
The number of students who were eligible to participate in the DSTP who were not tested

Table 7
State Level Disaggregations Grade 2 Reading
Student Performance Levels (Spring 2006)



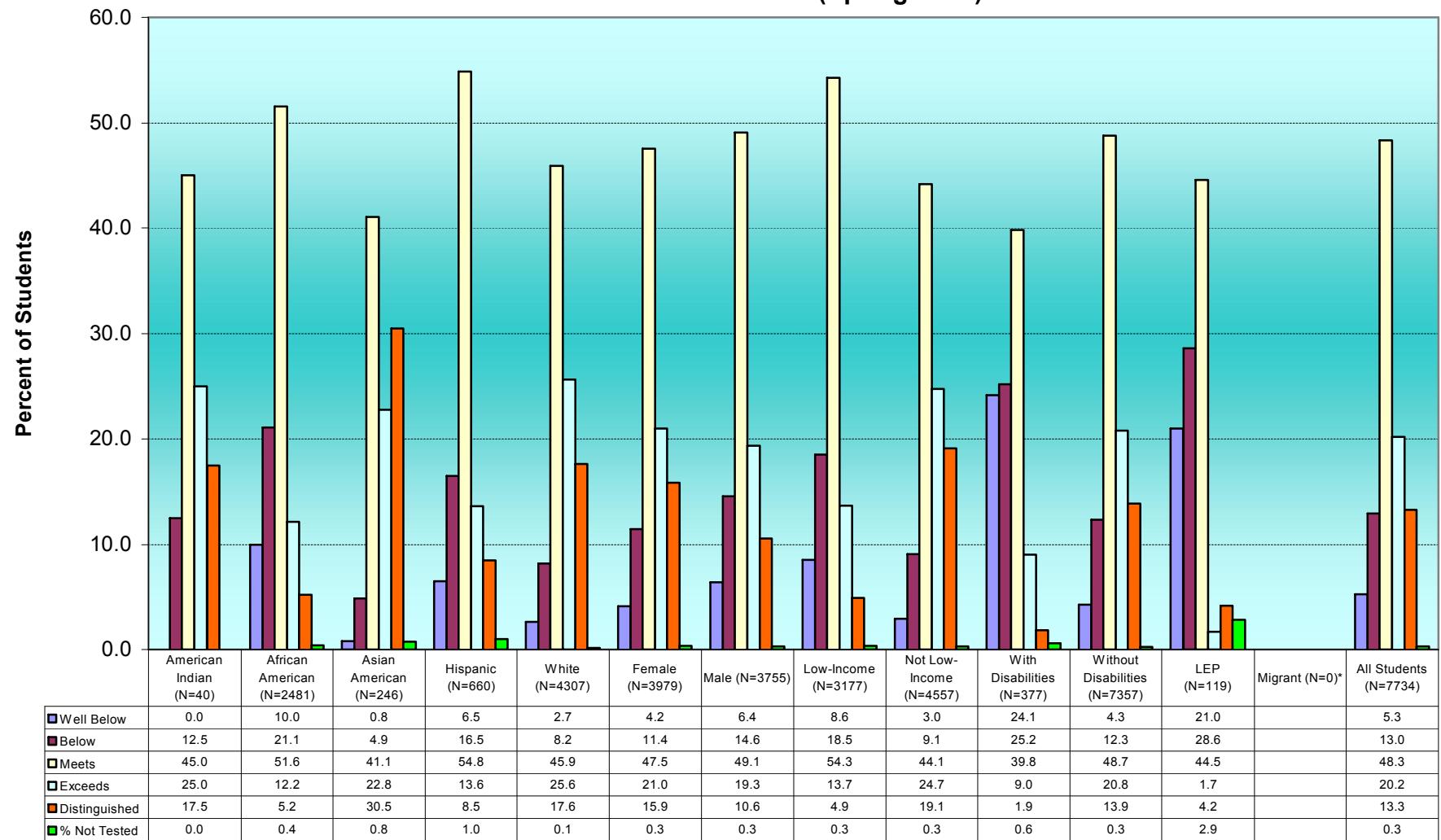
* Data Not Provided For Student Categories With <15

Table 8
State Level Disaggregations Grade 3 Reading
Student Performance Levels (Spring 2006)



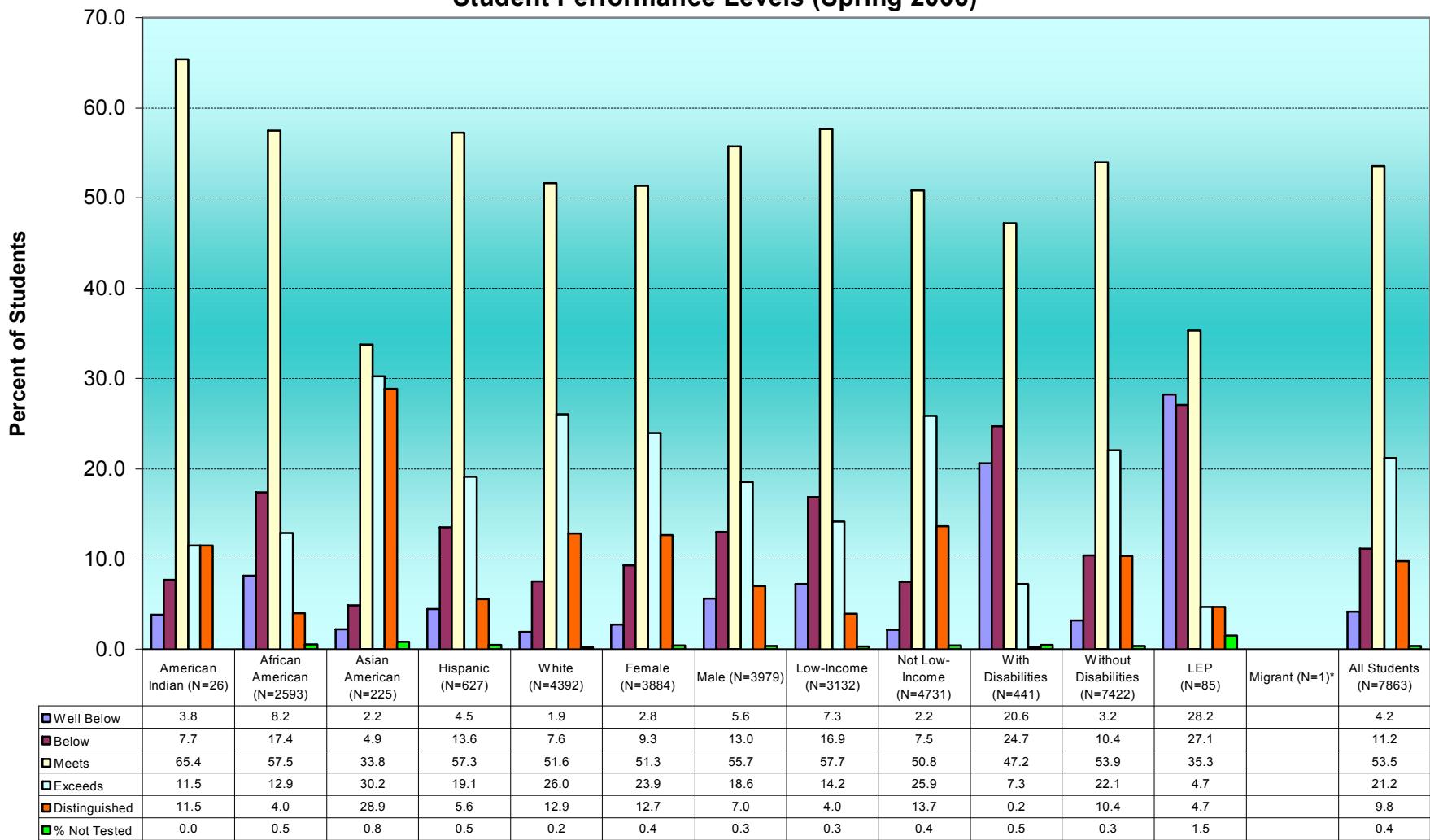
* Data Not Provided For Student Categories With <15

Table 9
State Level Disaggregations Grade 4 Reading
Student Performance Levels (Spring 2006)



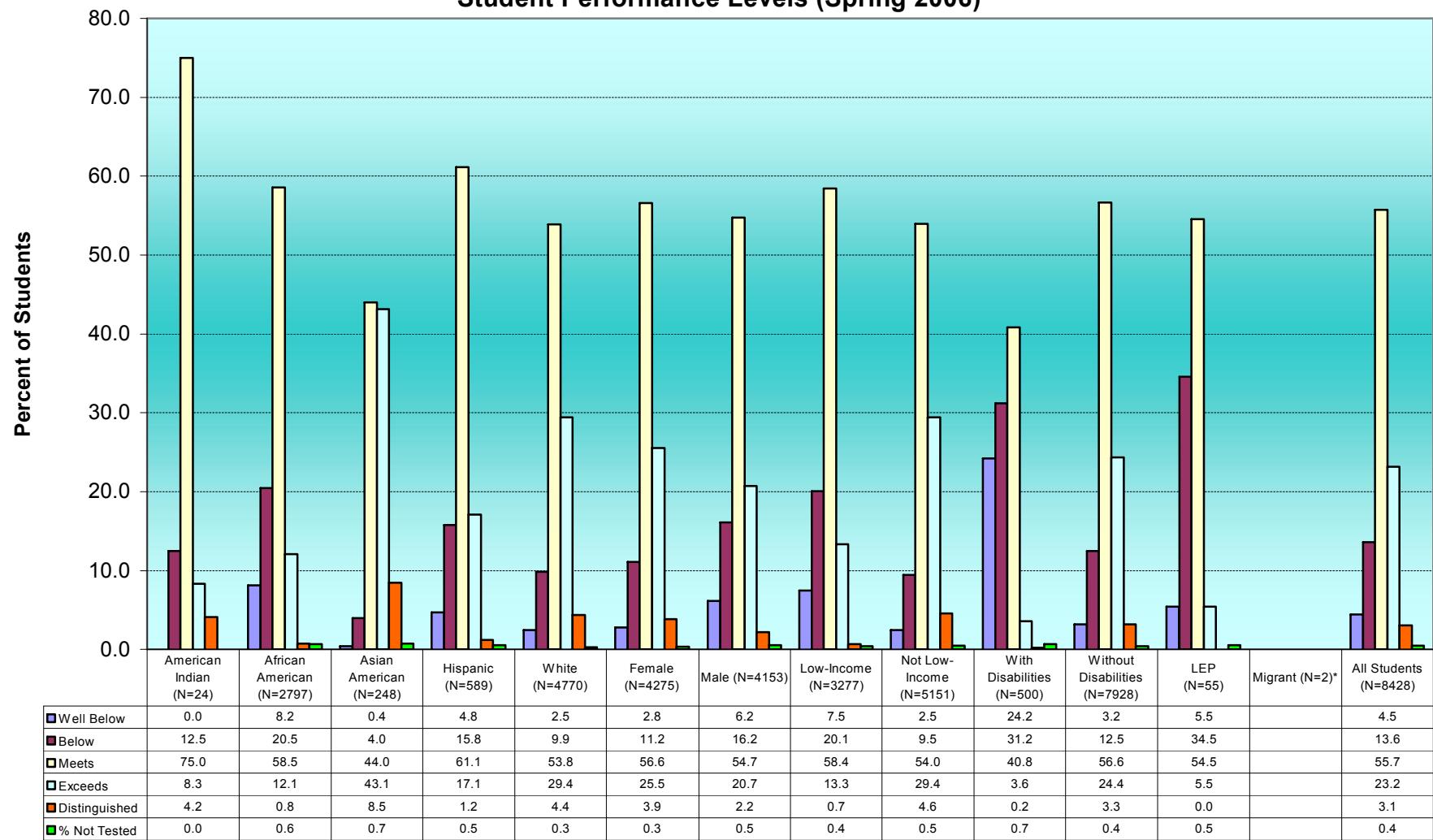
* Data Not Provided For Student Categories With <15

Table 10
State Level Disaggregations Grade 5 Reading
Student Performance Levels (Spring 2006)



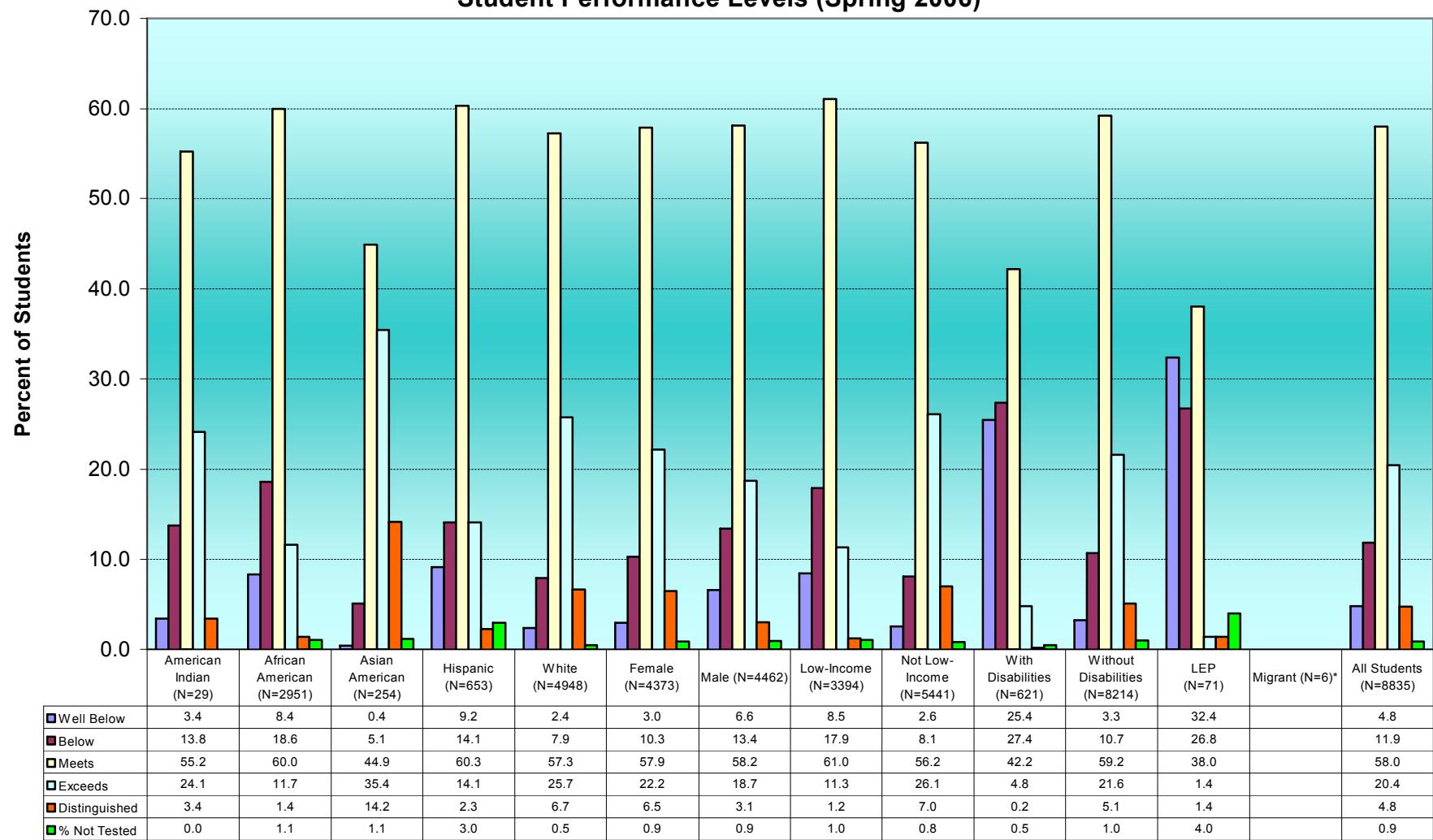
* Data Not Provided For Student Categories With <15

Table 11
State Level Disaggregations Grade 6 Reading
Student Performance Levels (Spring 2006)



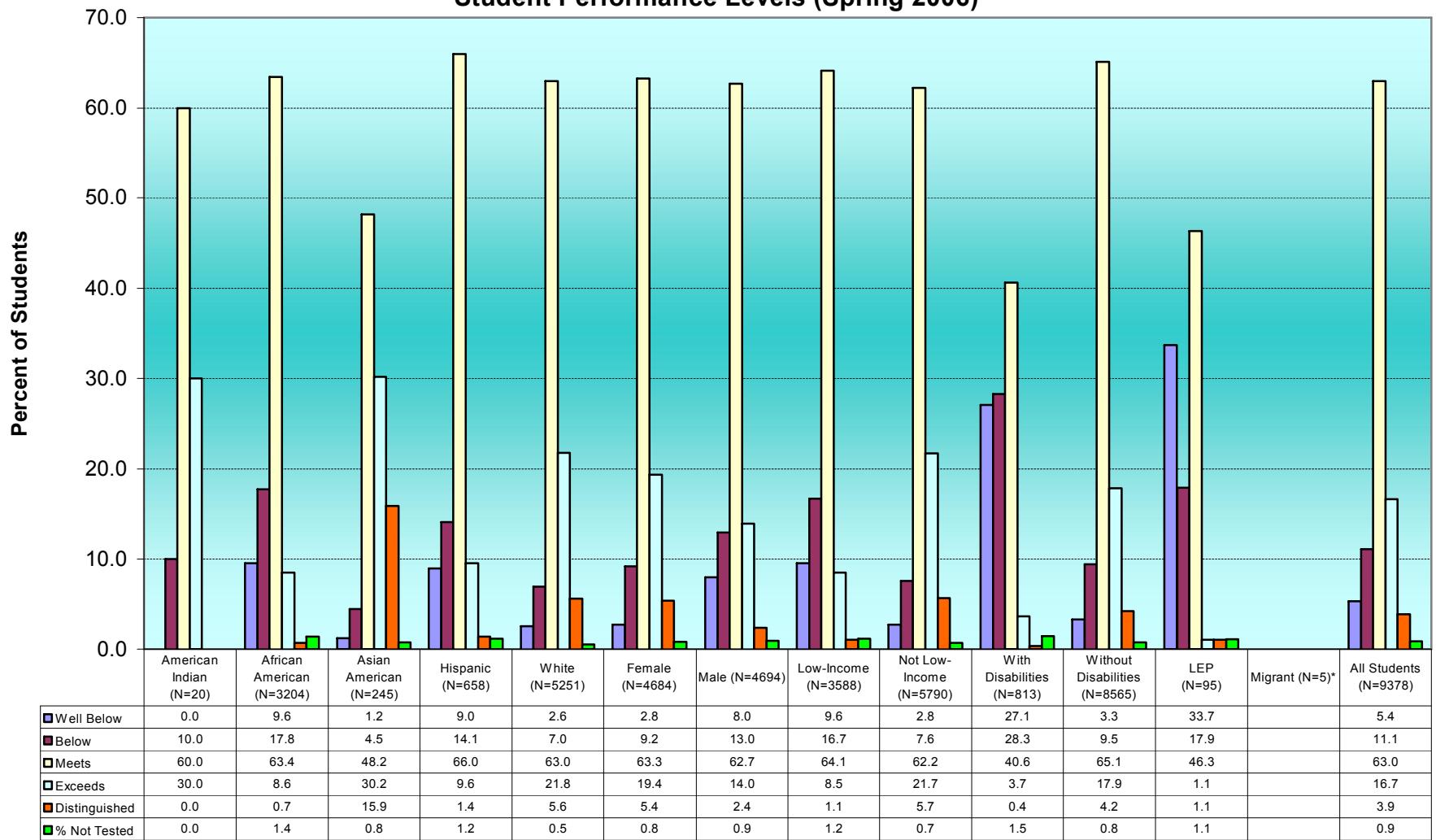
* Data Not Provided For Student Categories With <15

Table 12
State Level Disaggregations Grade 7 Reading
Student Performance Levels (Spring 2006)



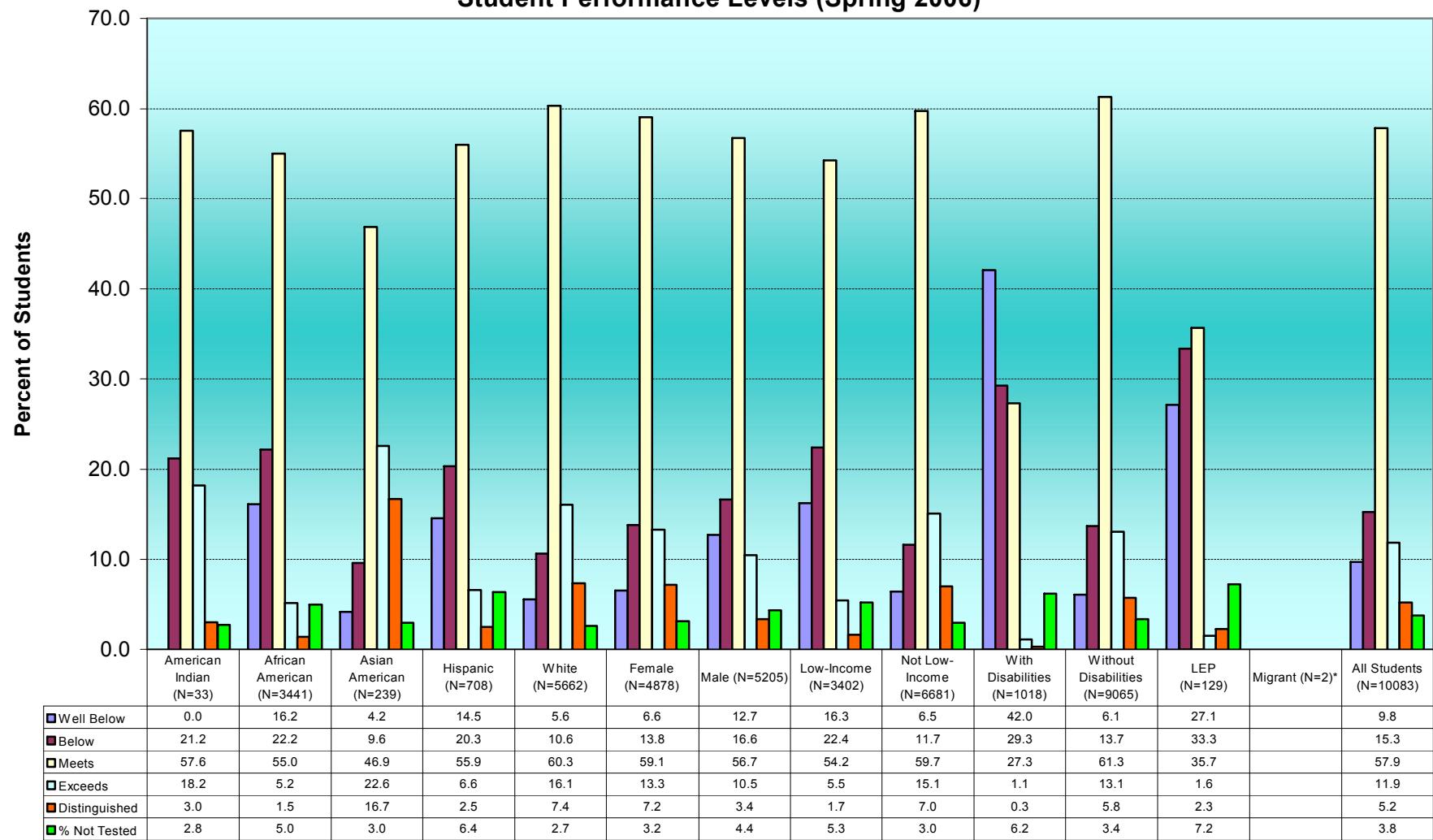
* Data Not Provided For Student Categories With <15

Table 13
State Level Disaggregations Grade 8 Reading
Student Performance Levels (Spring 2006)



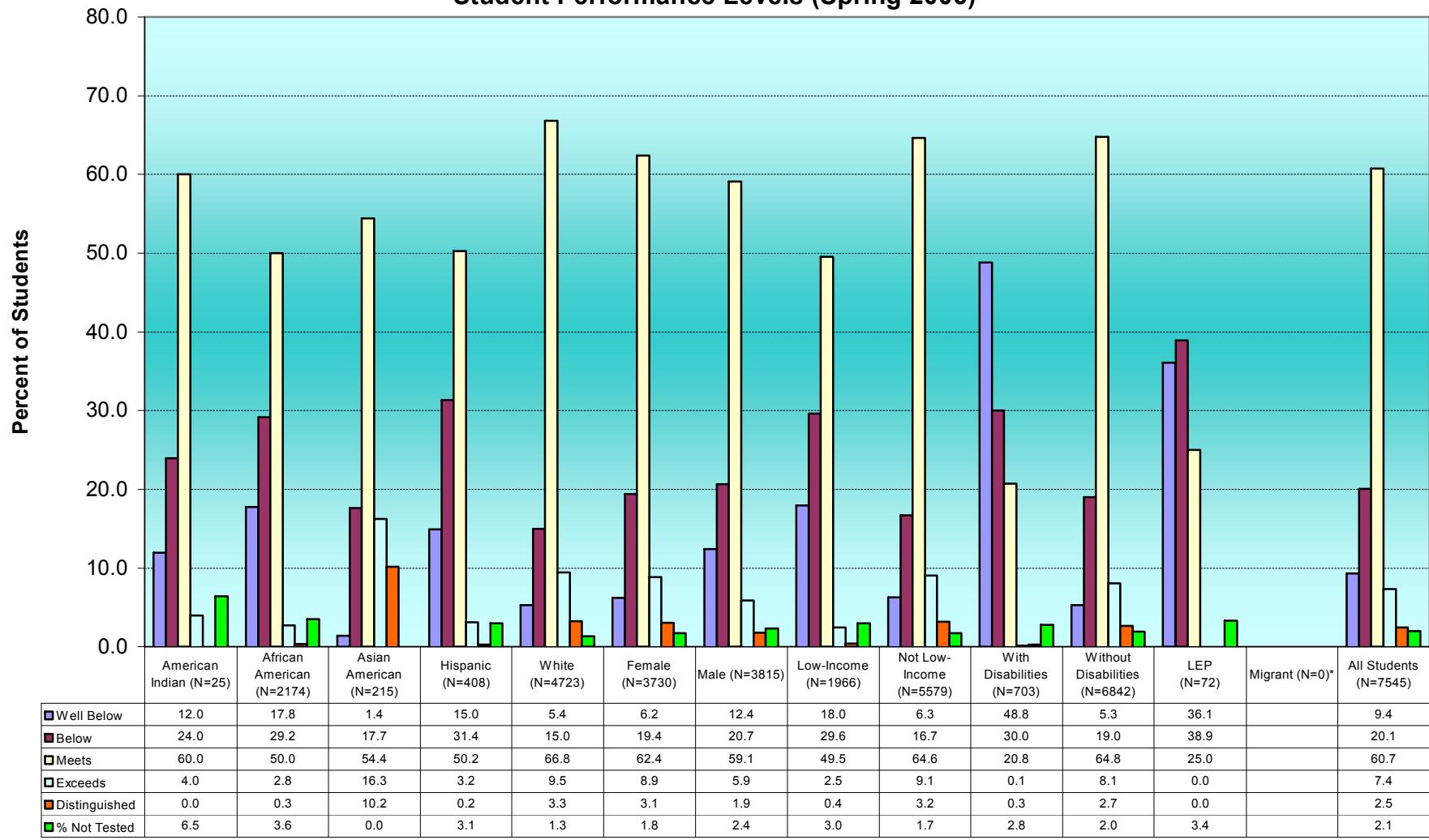
* Data Not Provided For Student Categories With <15

Table 14
State Level Disaggregations Grade 9 Reading
Student Performance Levels (Spring 2006)



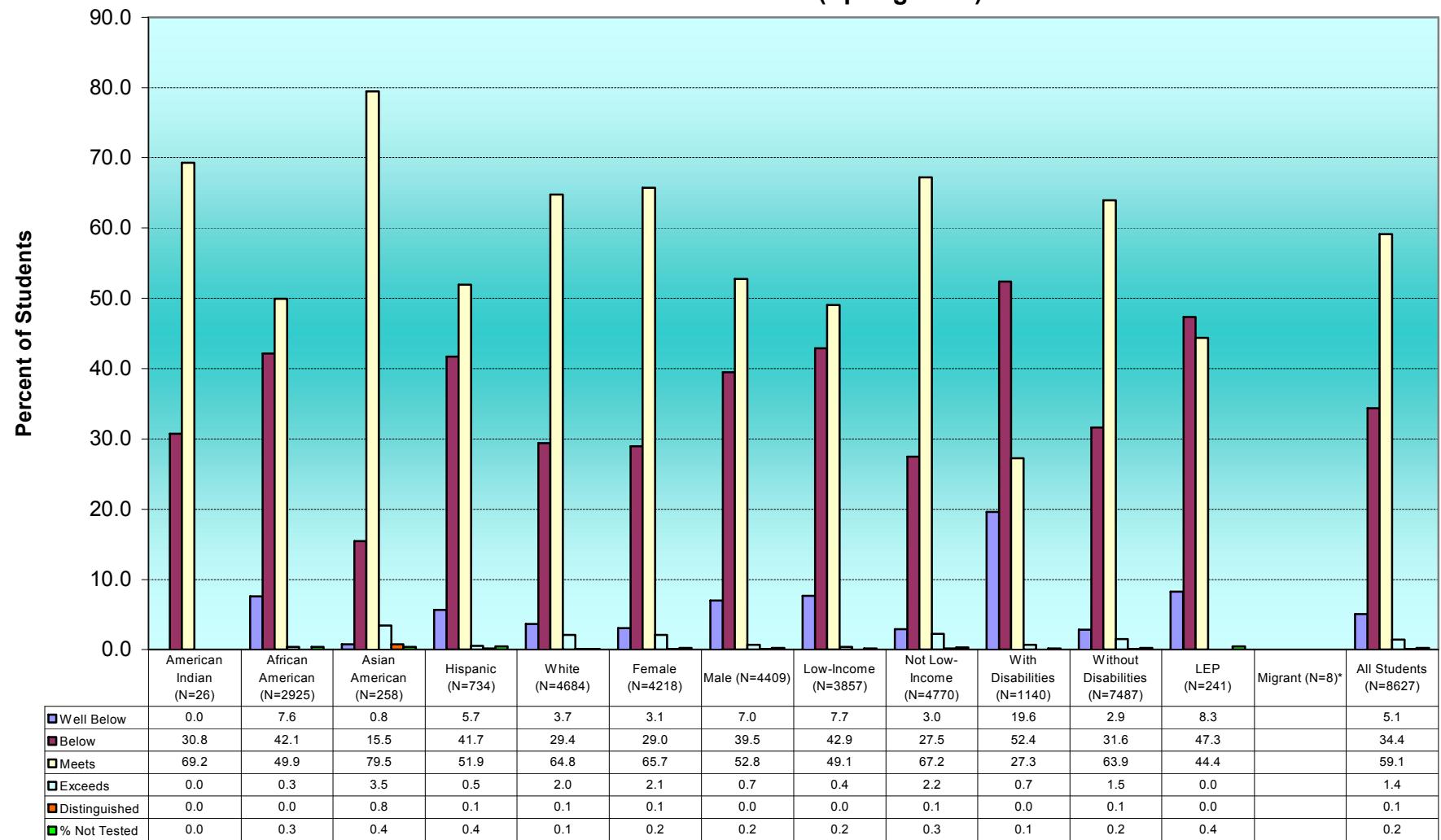
* Data Not Provided For Student Categories With <15

Table 15
State Level Disaggregations Grade 10 Reading
Student Performance Levels (Spring 2006)



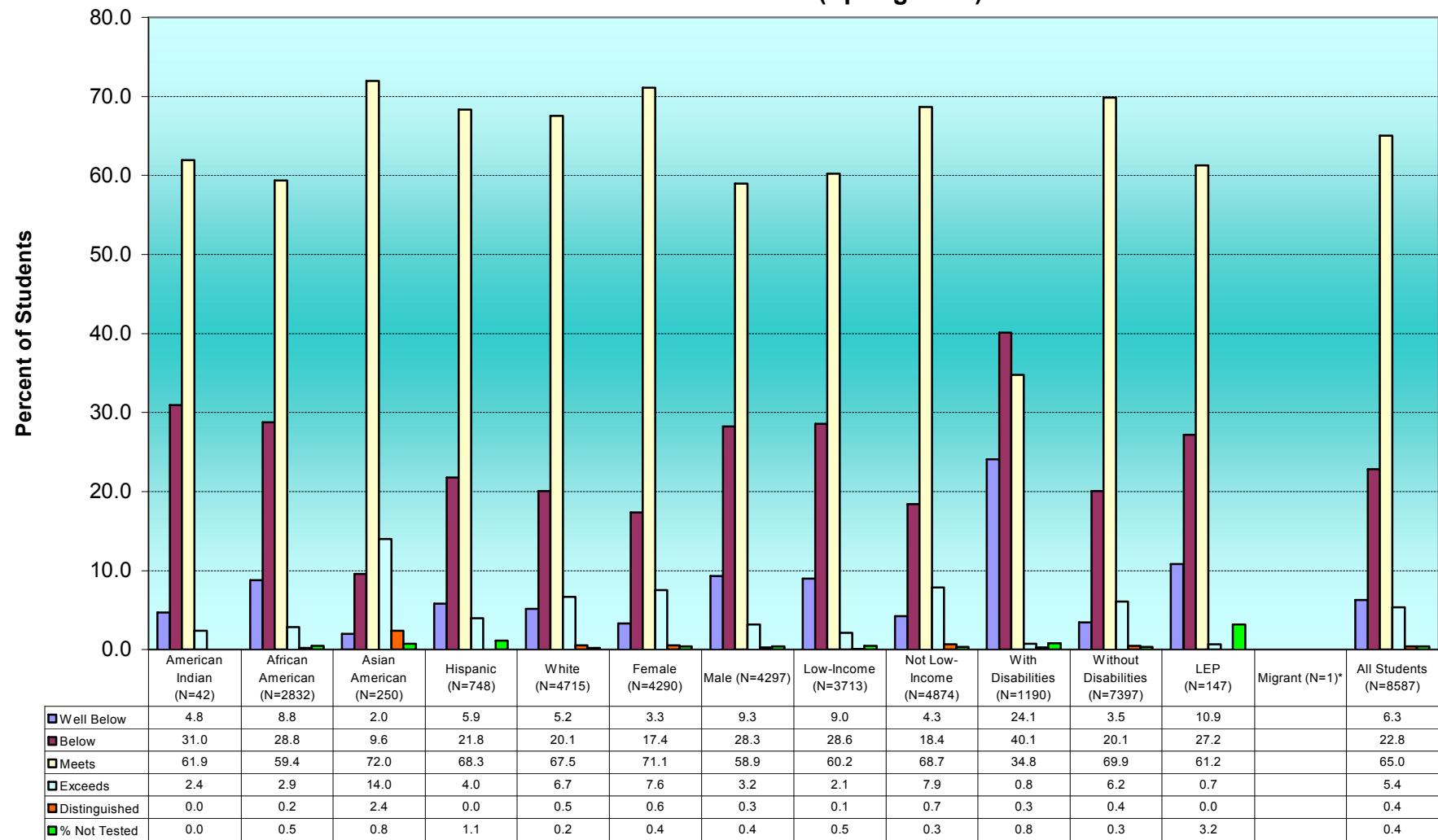
* Data Not Provided For Student Categories With <15

Table 16
State Level Disaggregations Grade 3 Writing
Student Performance Levels (Spring 2006)



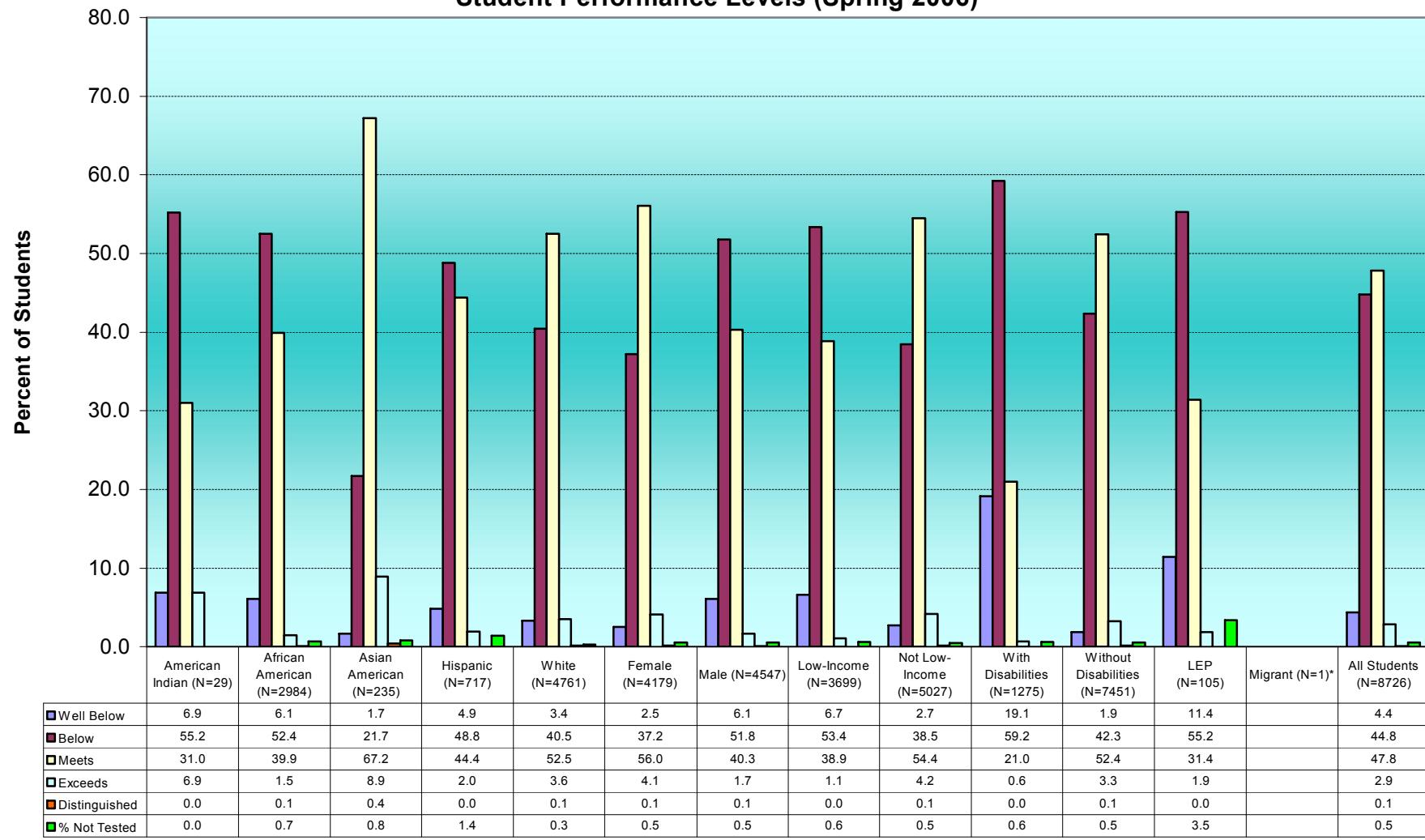
* Data Not Provided For Student Categories With <15

Table 17
State Level Disaggregations Grade 4 Writing
Student Performance Levels (Spring 2006)



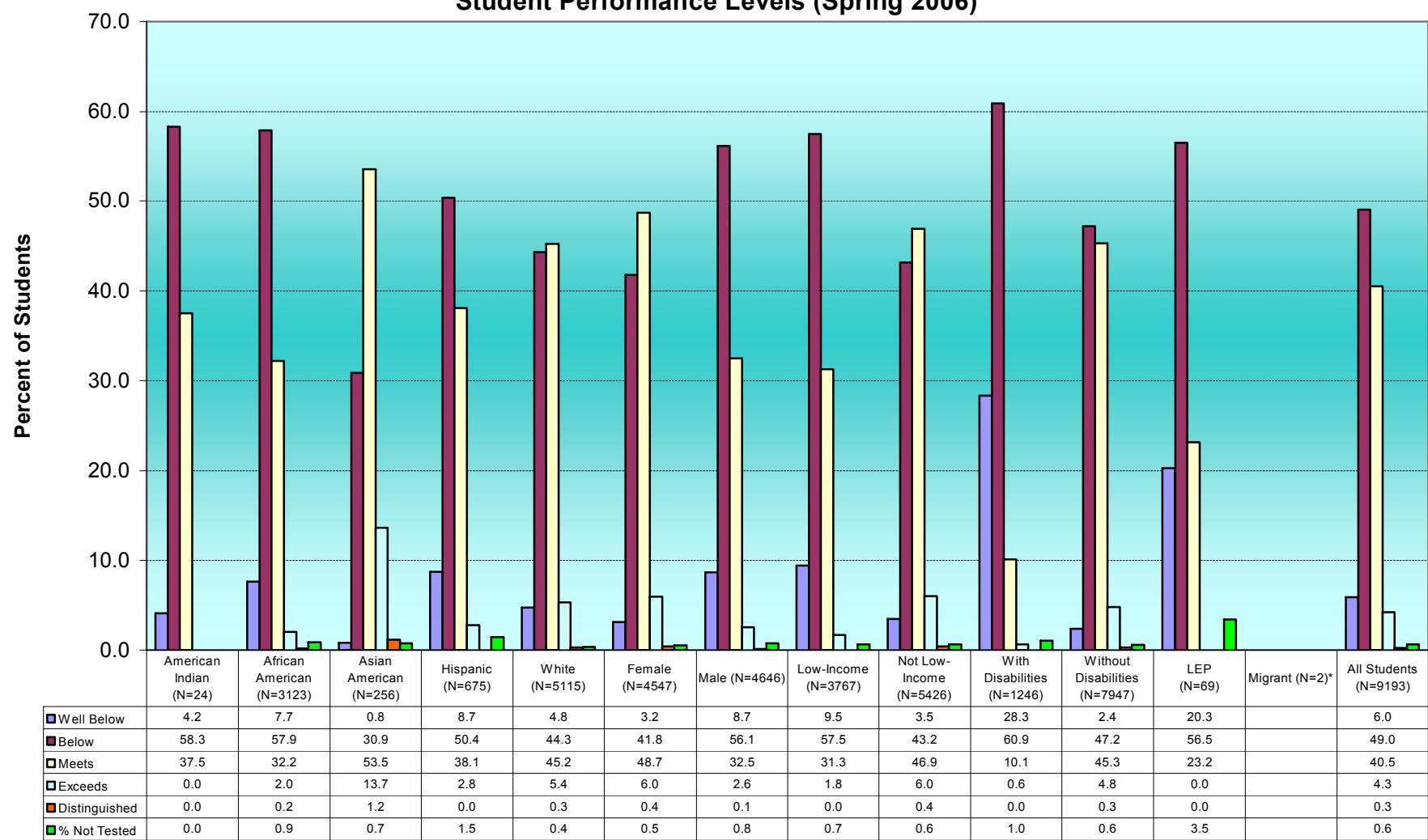
* Data Not Provided For Student Categories With <15

Table 18
State Level Disaggregations Grade 5 Writing
Student Performance Levels (Spring 2006)



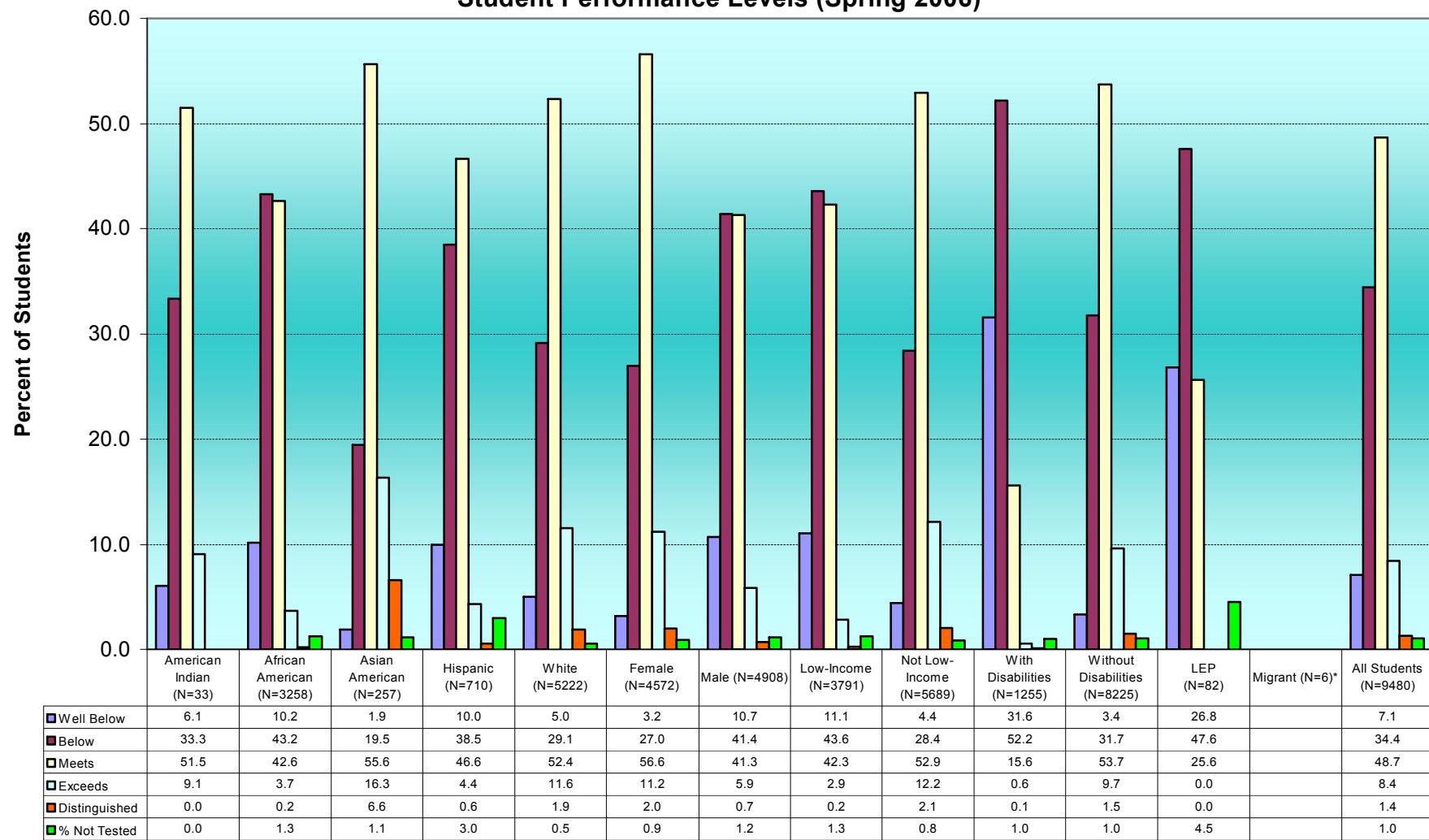
* Data Not Provided For Student Categories With <15

Table 19
State Level Disaggregations Grade 6 Writing
Student Performance Levels (Spring 2006)



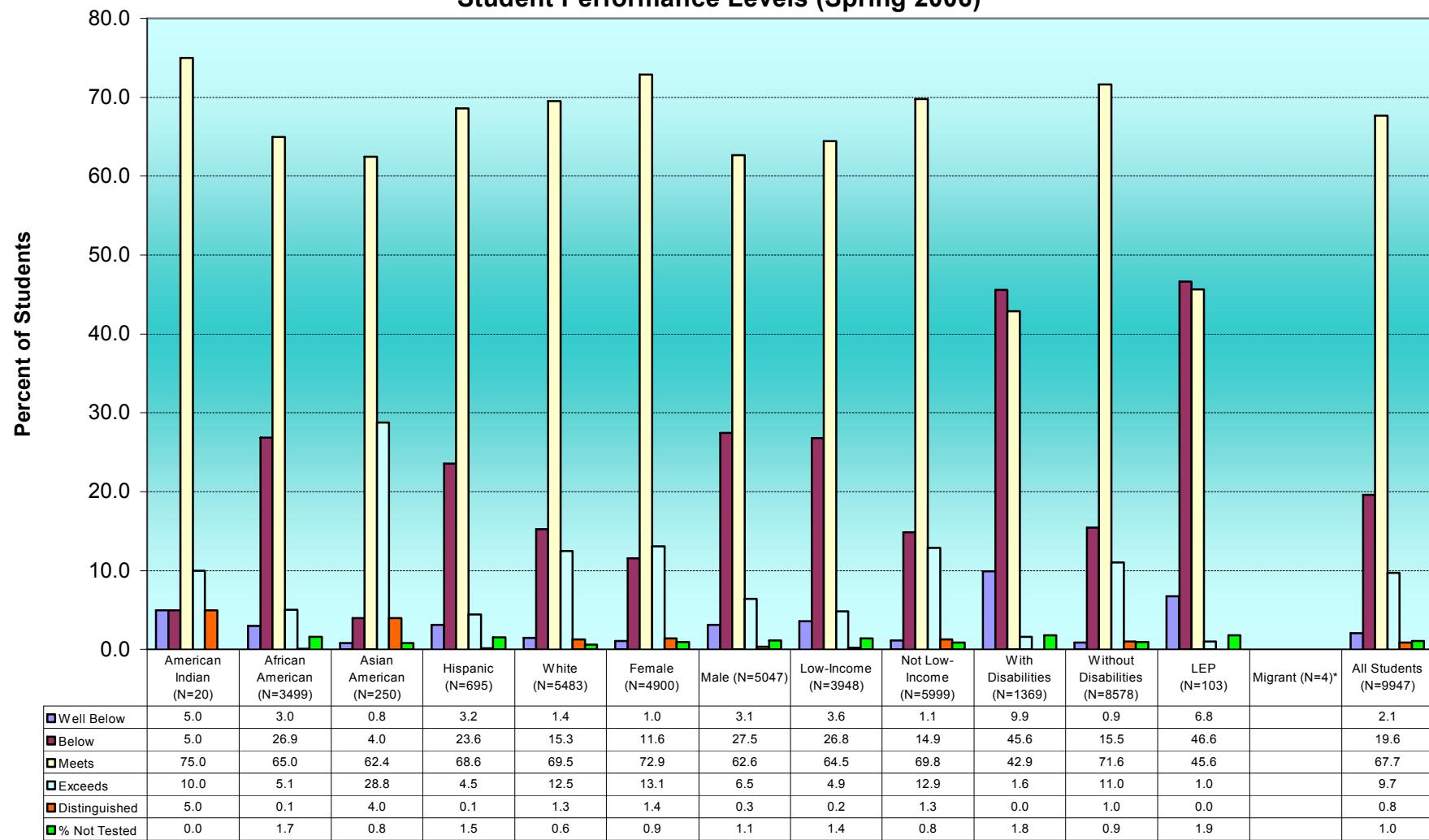
* Data Not Provided For Student Categories With <15

Table 20
State Level Disaggregations Grade 7 Writing
Student Performance Levels (Spring 2006)



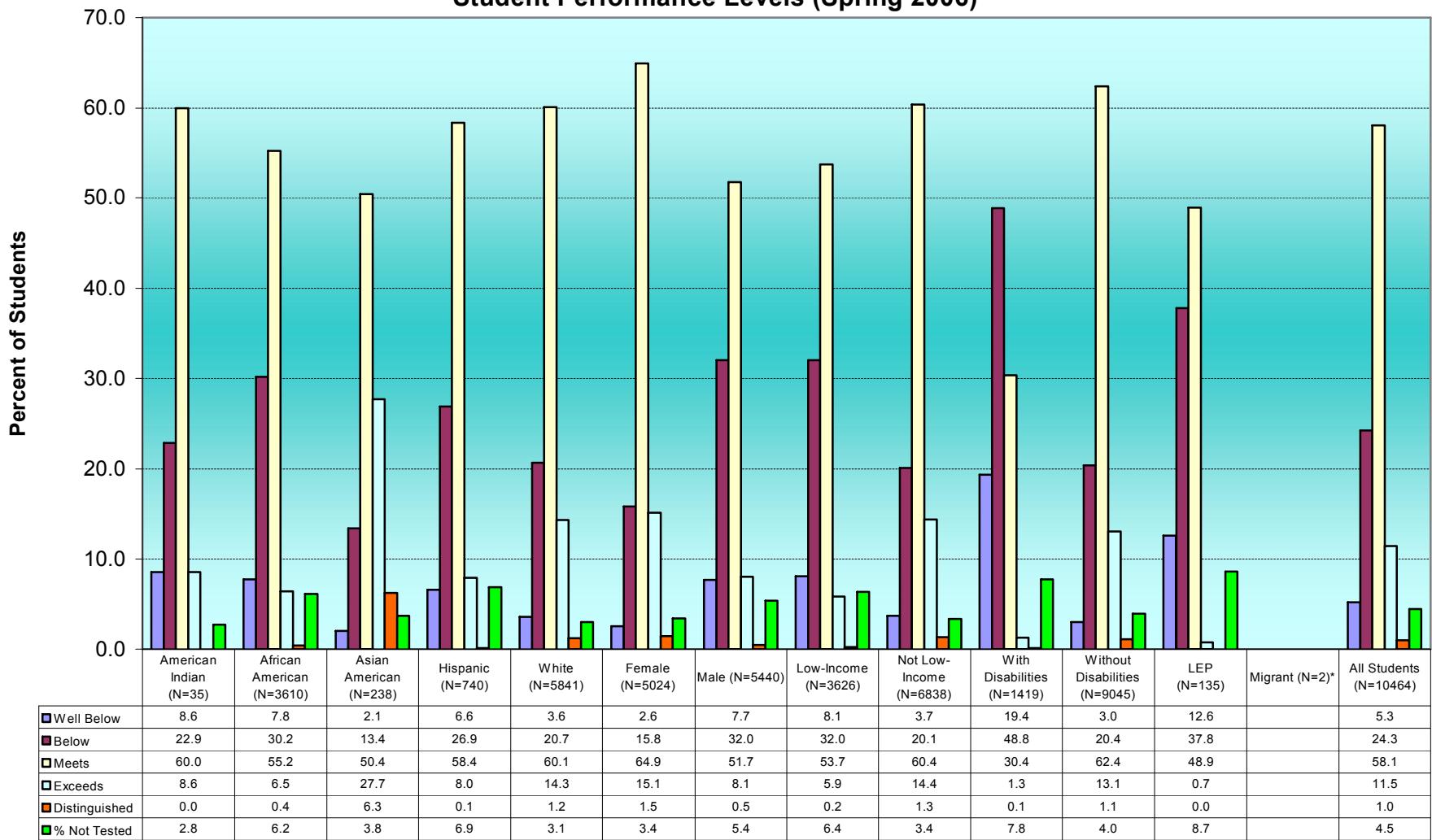
* Data Not Provided For Student Categories With <15

Table 21
State Level Disaggregations Grade 8 Writing
Student Performance Levels (Spring 2006)



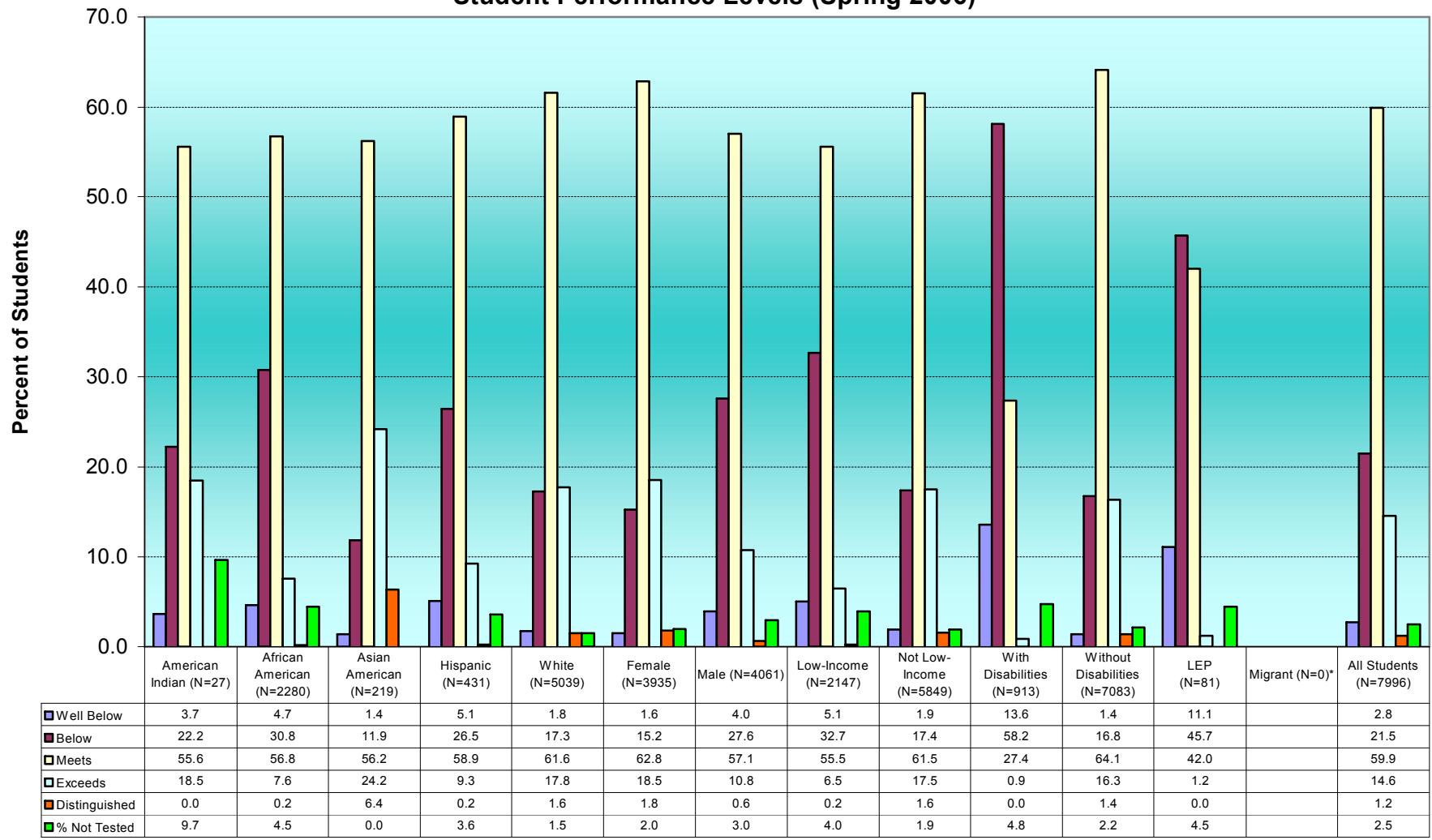
* Data Not Provided For Student Categories With <15

Table 22
State Level Disaggregations Grade 9 Writing
Student Performance Levels (Spring 2006)



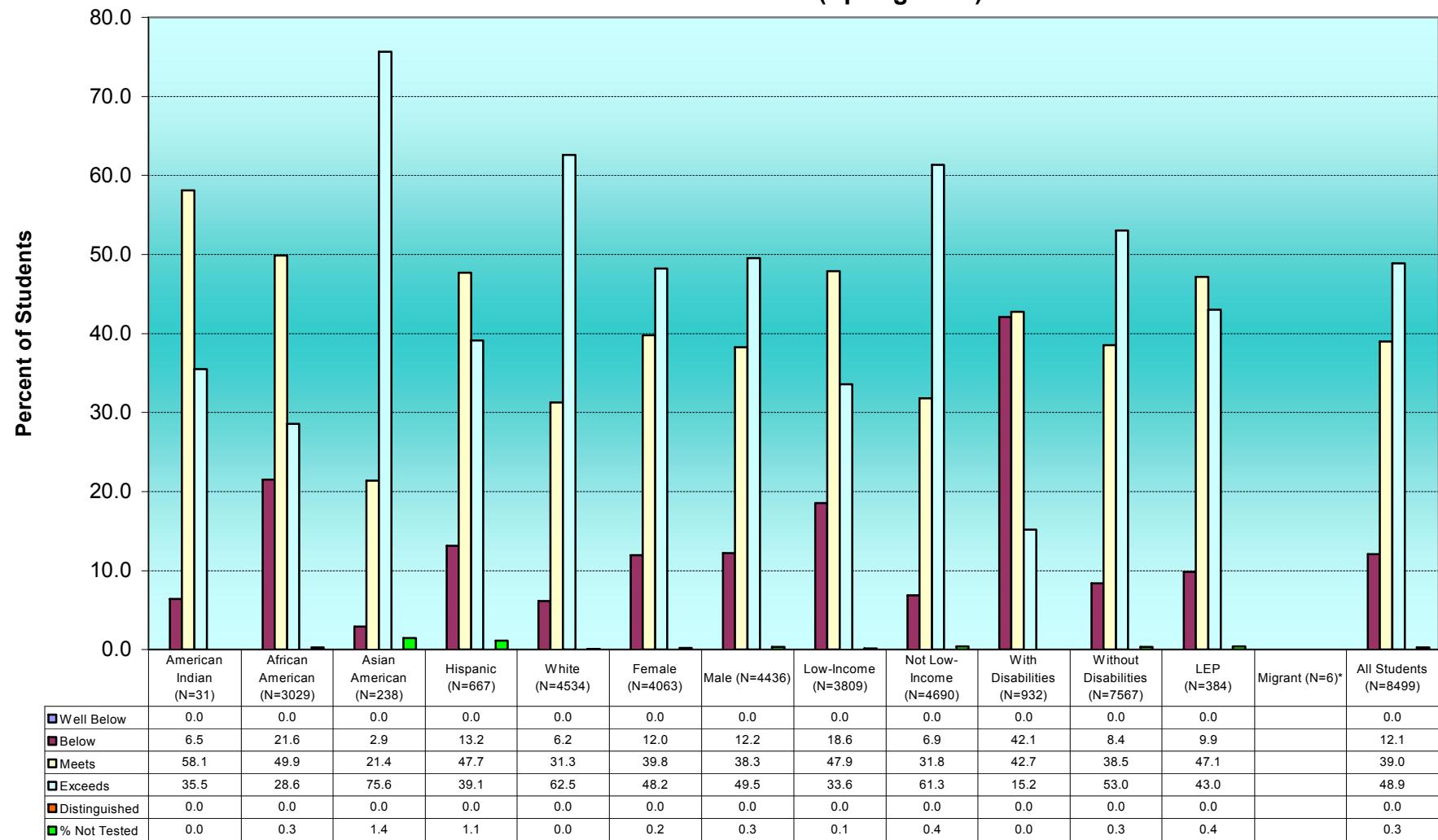
* Data Not Provided For Student Categories With <15

Table 23
State Level Disaggregations Grade 10 Writing
Student Performance Levels (Spring 2006)



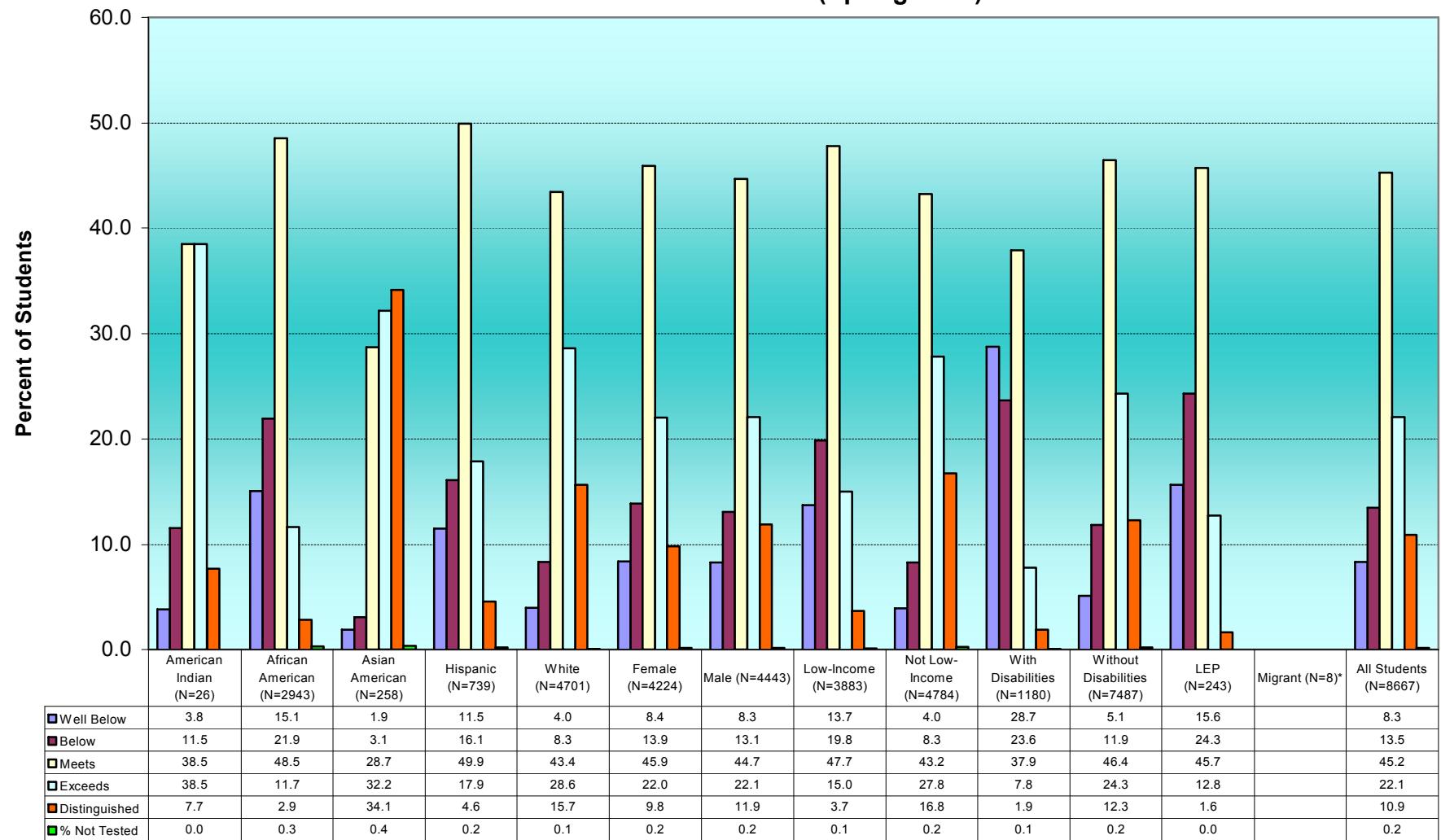
* Data Not Provided For Student Categories With <15

Table 24
State Level Disaggregations Grade 2 Mathematics
Student Performance Levels (Spring 2006)



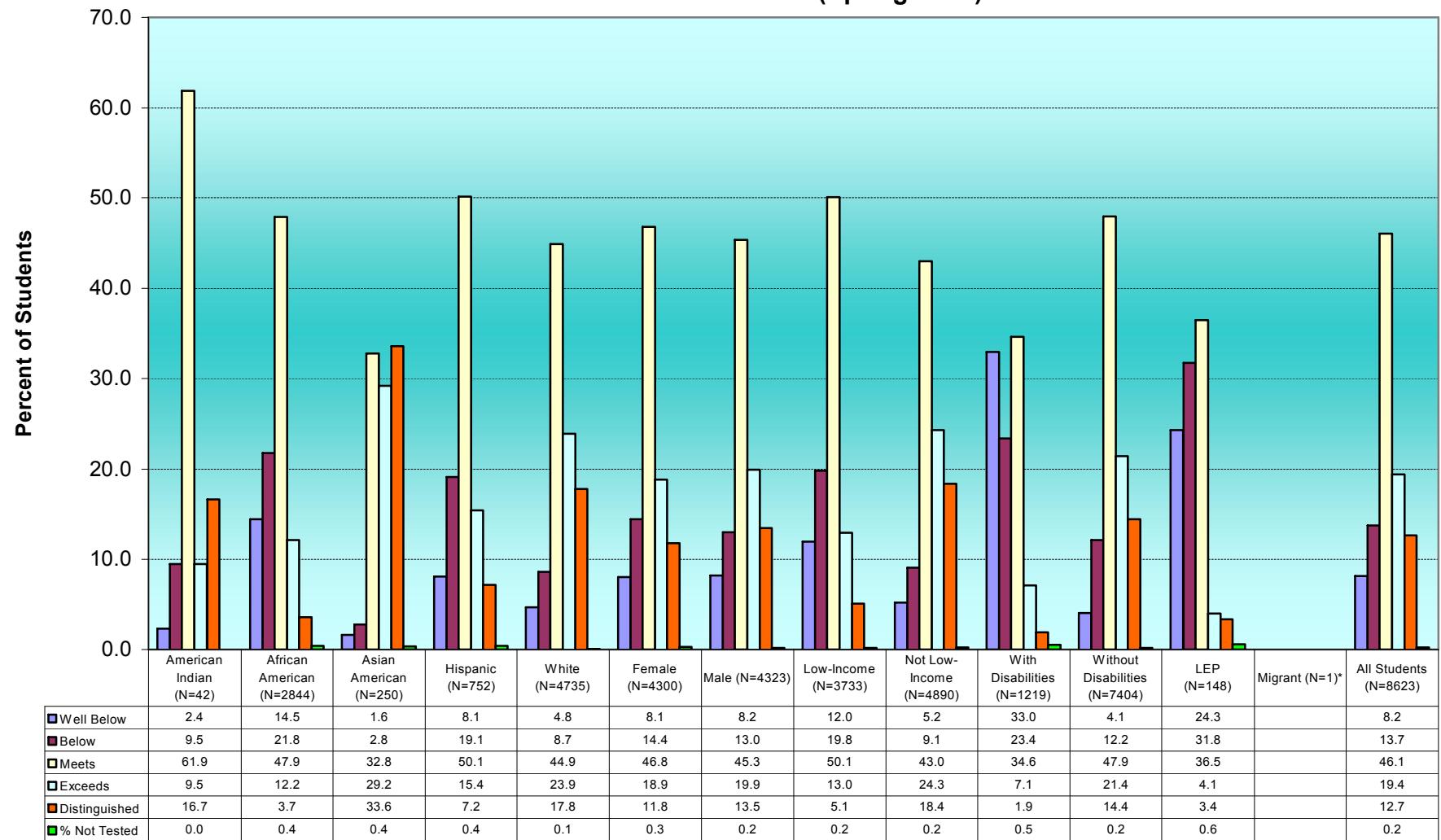
* Data Not Provided For Student Categories With <15

Table 25
State Level Disaggregations Grade 3 Mathematics
Student Performance Levels (Spring 2006)



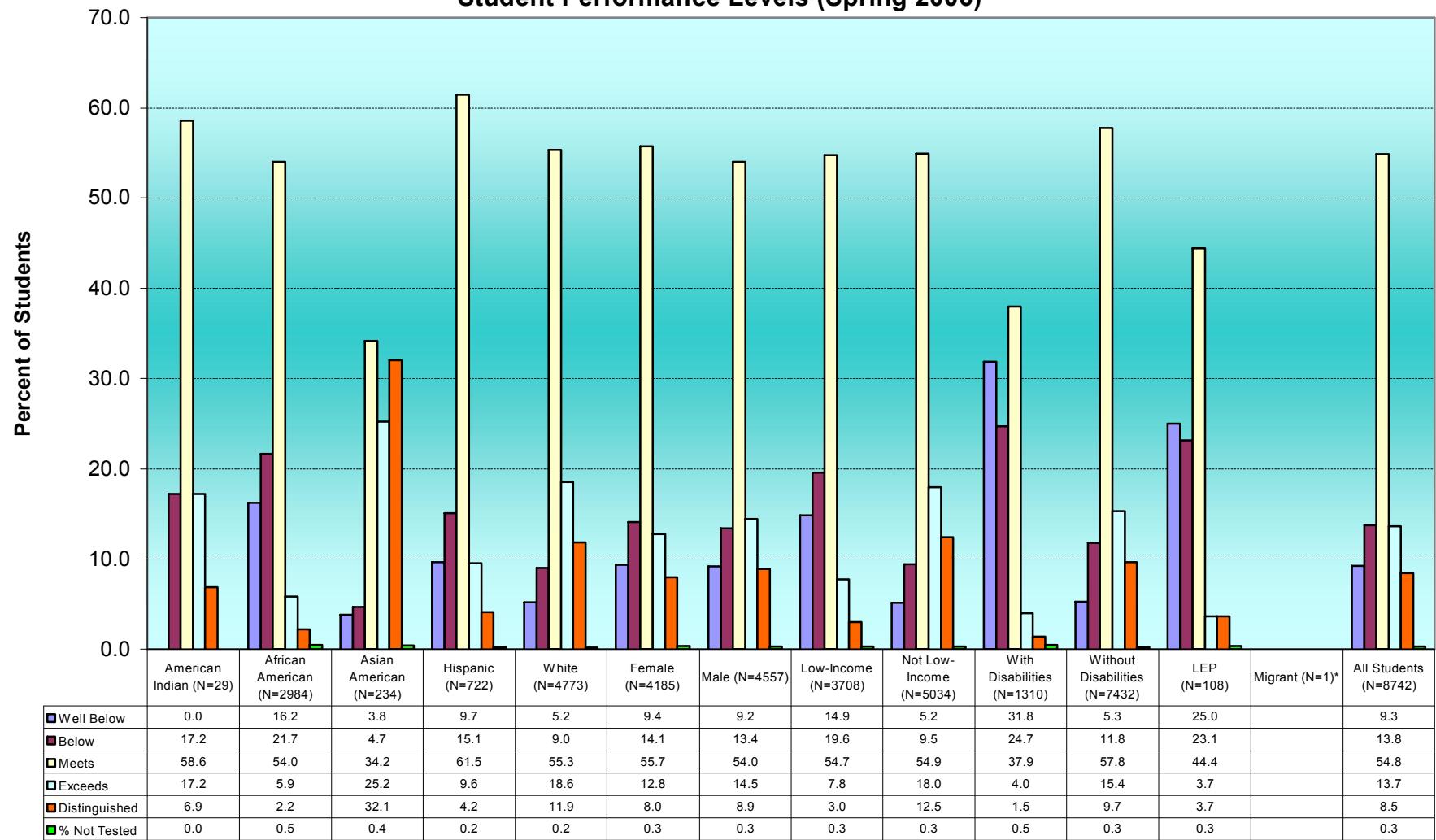
* Data Not Provided For Student Categories With <15

Table 26
State Level Disaggregations Grade 4 Mathematics
Student Performance Levels (Spring 2006)



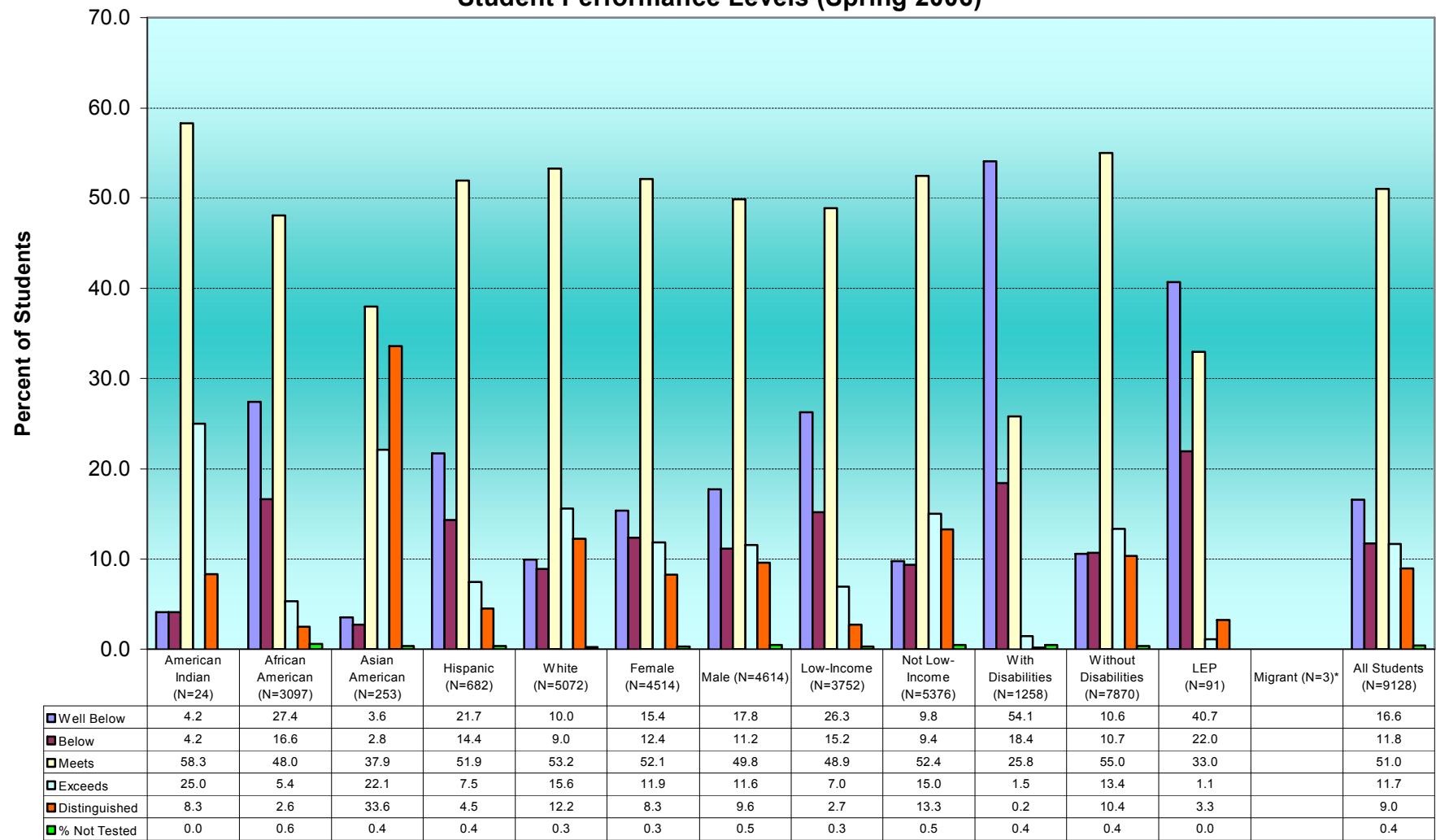
* Data Not Provided For Student Categories With <15

Table 27
State Level Disaggregations Grade 5 Mathematics
Student Performance Levels (Spring 2006)



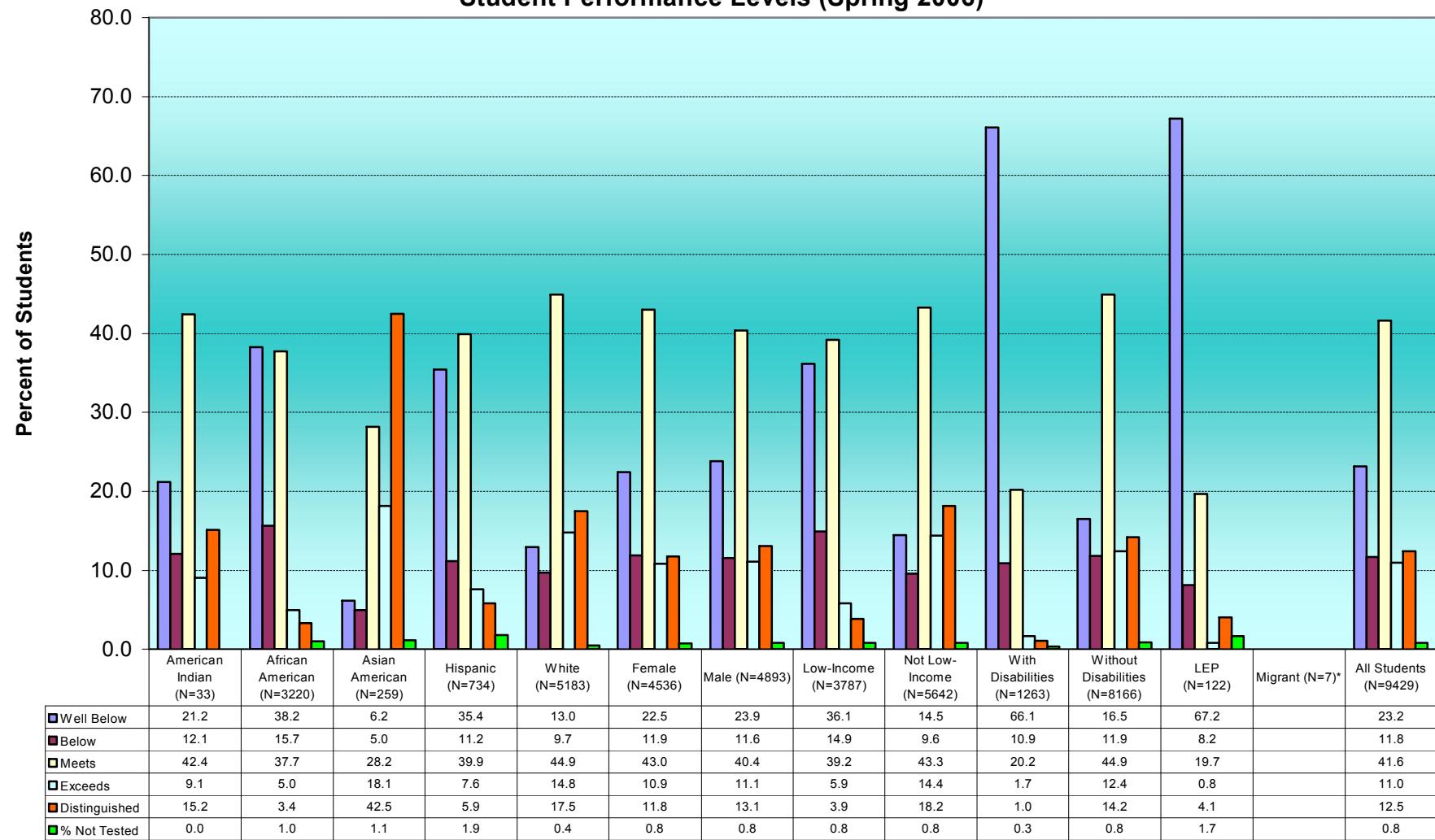
* Data Not Provided For Student Categories With <15

Table 28
State Level Disaggregations Grade 6 Mathematics
Student Performance Levels (Spring 2006)



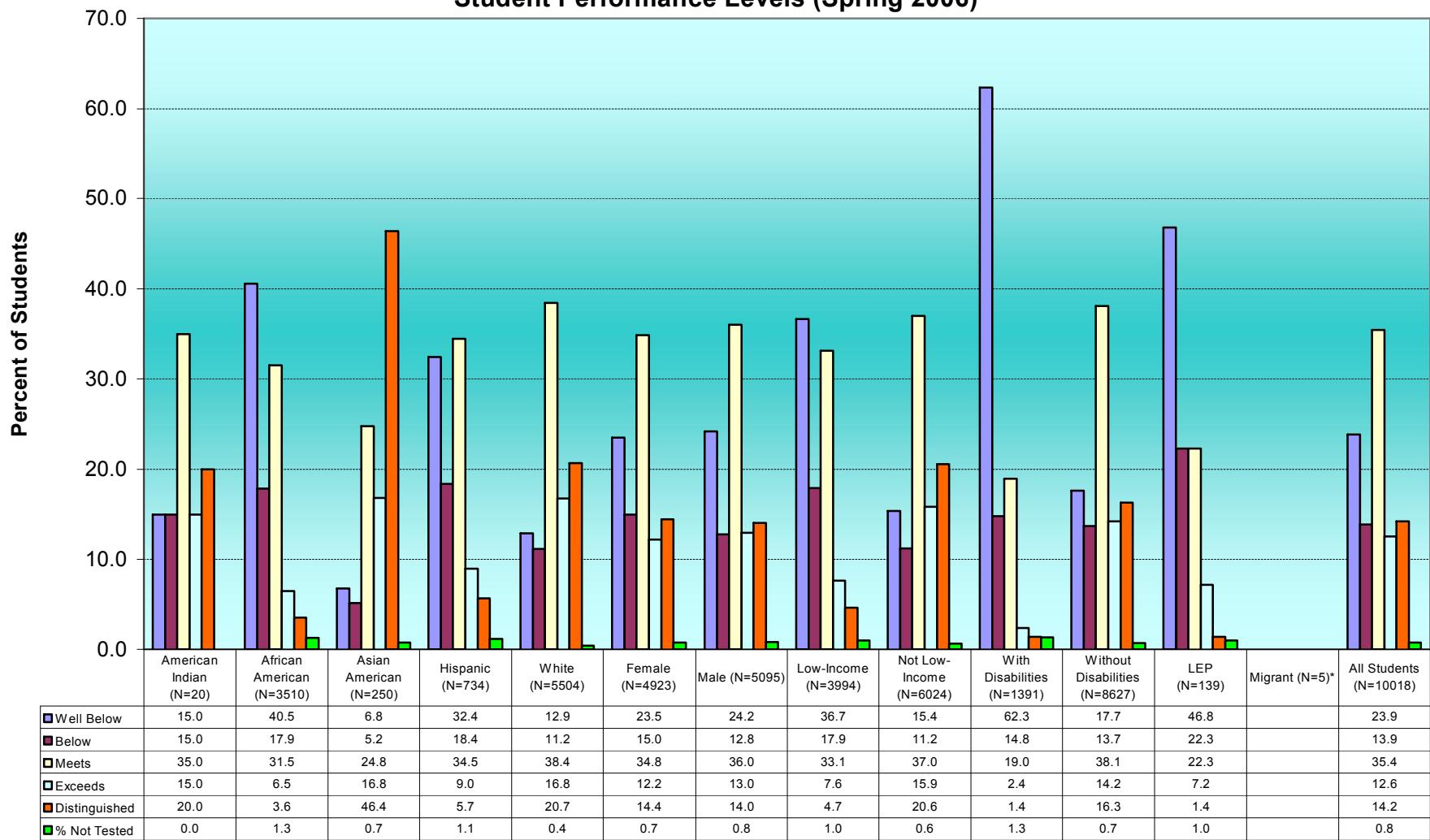
* Data Not Provided For Student Categories With <15

Table 29
State Level Disaggregations Grade 7 Mathematics
Student Performance Levels (Spring 2006)



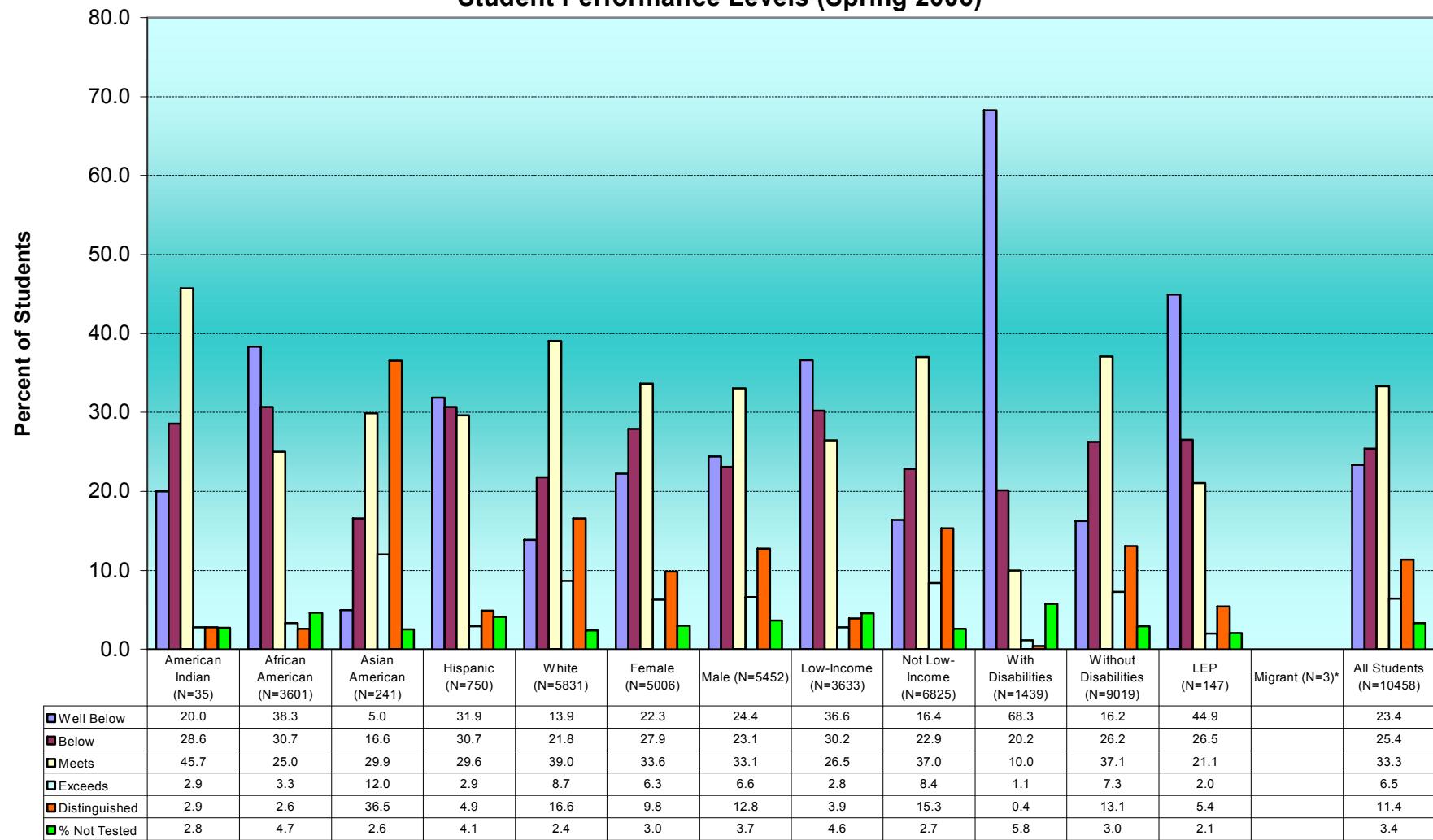
* Data Not Provided For Student Categories With <15

Table 30
State Level Disaggregations Grade 8 Mathematics
Student Performance Levels (Spring 2006)



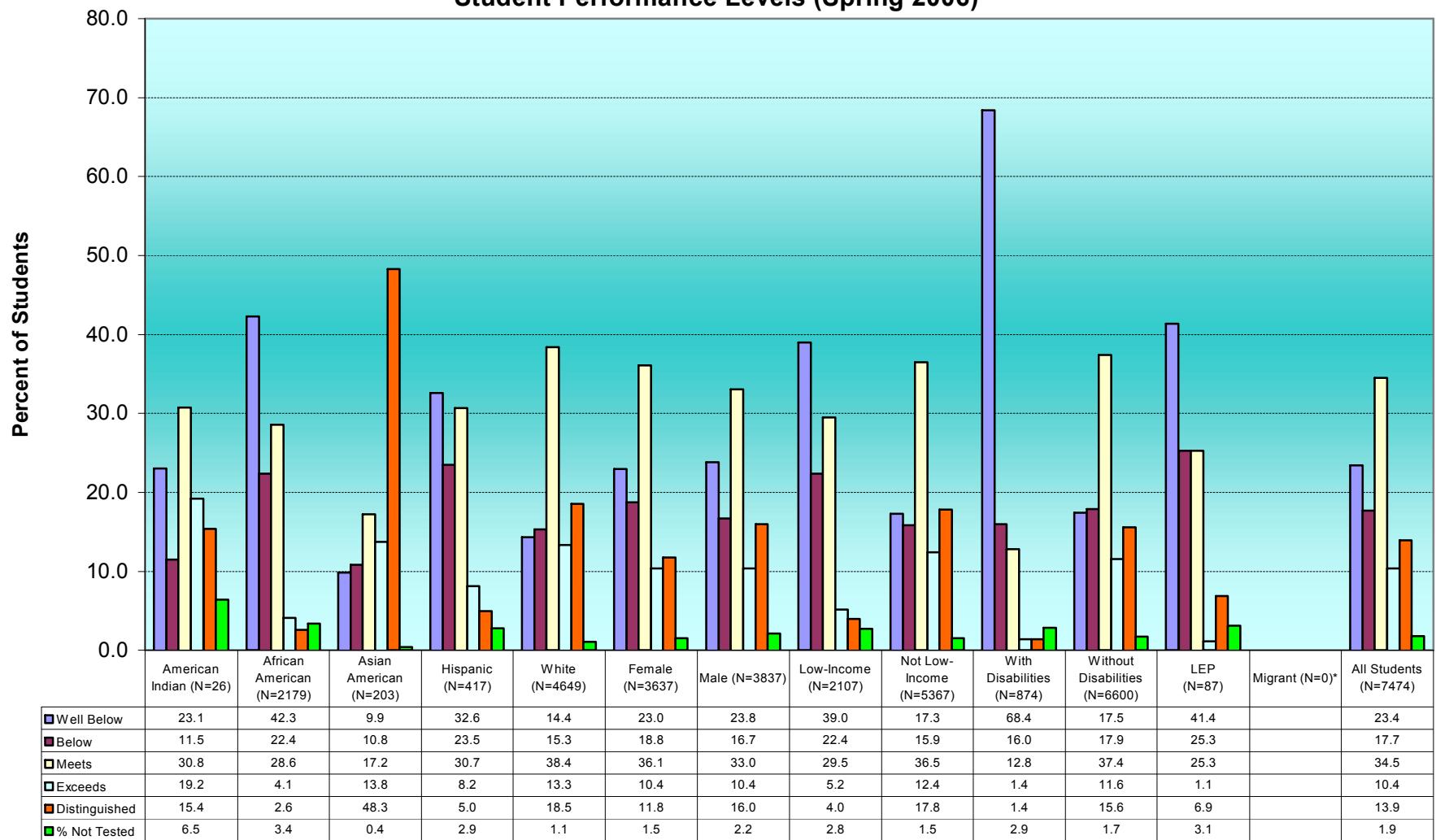
* Data Not Provided For Student Categories With <15

Table 31
State Level Disaggregations Grade 9 Mathematics
Student Performance Levels (Spring 2006)



* Data Not Provided For Student Categories With <15

Table 32
State Level Disaggregations Grade 10 Mathematics
Student Performance Levels (Spring 2006)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Fall 2005 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Fall 2005 DSTP science and social studies disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.state.de.us/aab>.

The following legend can be used to understand what each column of figures contains.

N: Indicates the number of students that contributed to the Standards-Based Score

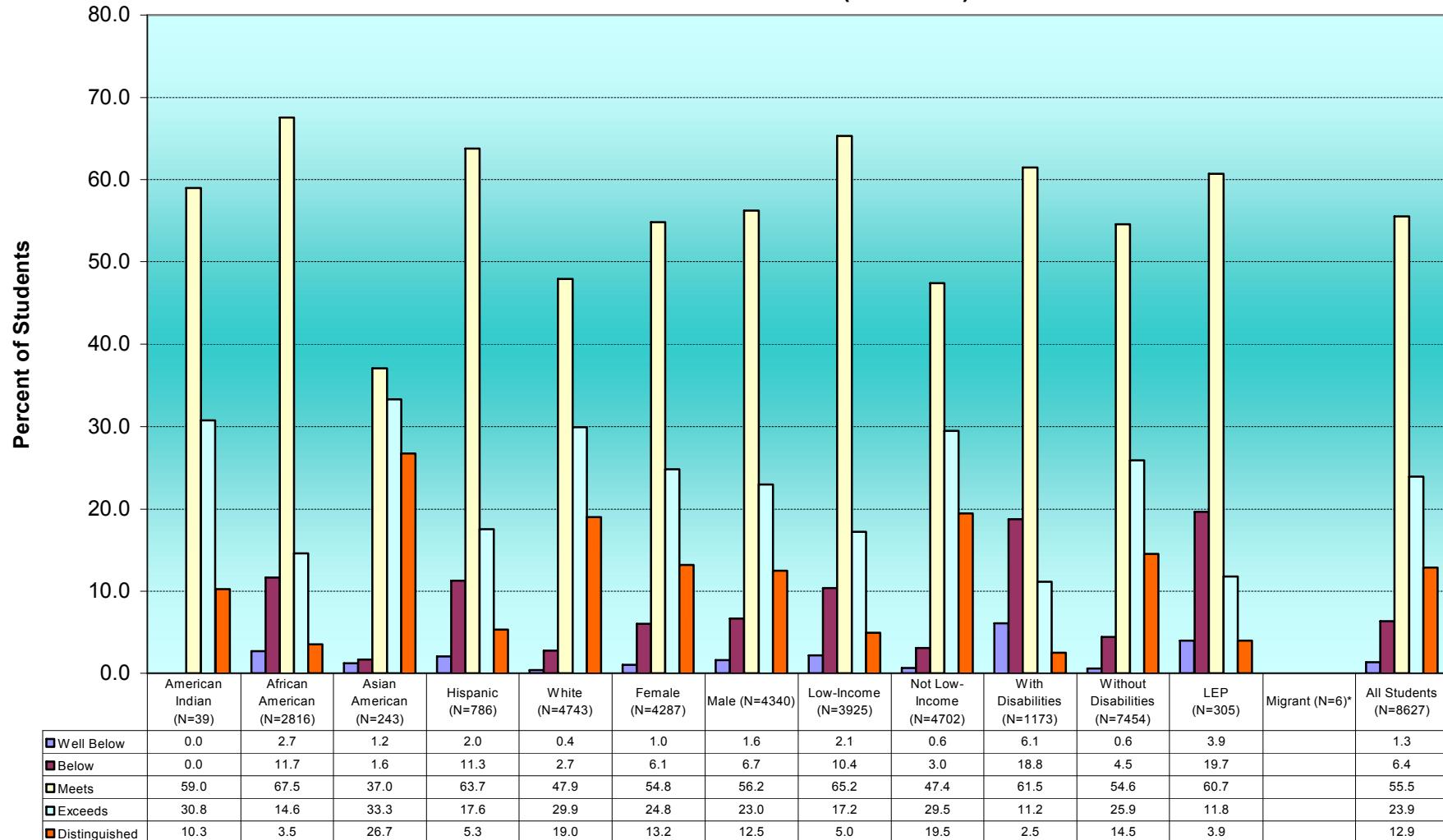
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
Distinguished	Excellent performance
Exceeds	Very good performance
Meets	Good performance
Below	Needs improvement
Well Below	Needs significant improvement

Participation:

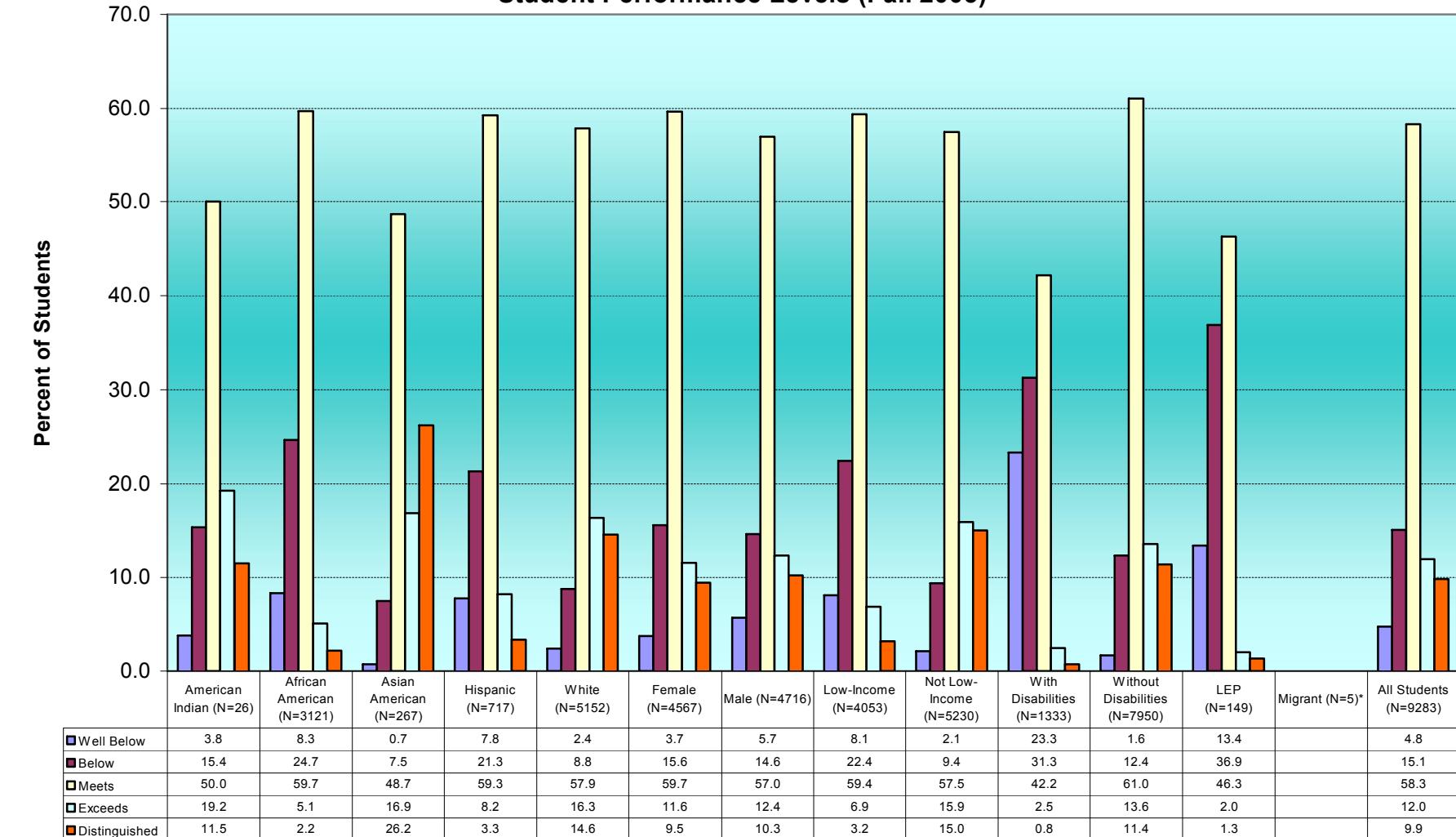
The number of students who were eligible to participate in the DSTP who were not tested

Table 33
State Level Disaggregations Grade 4 Science
Student Performance Levels (Fall 2005)



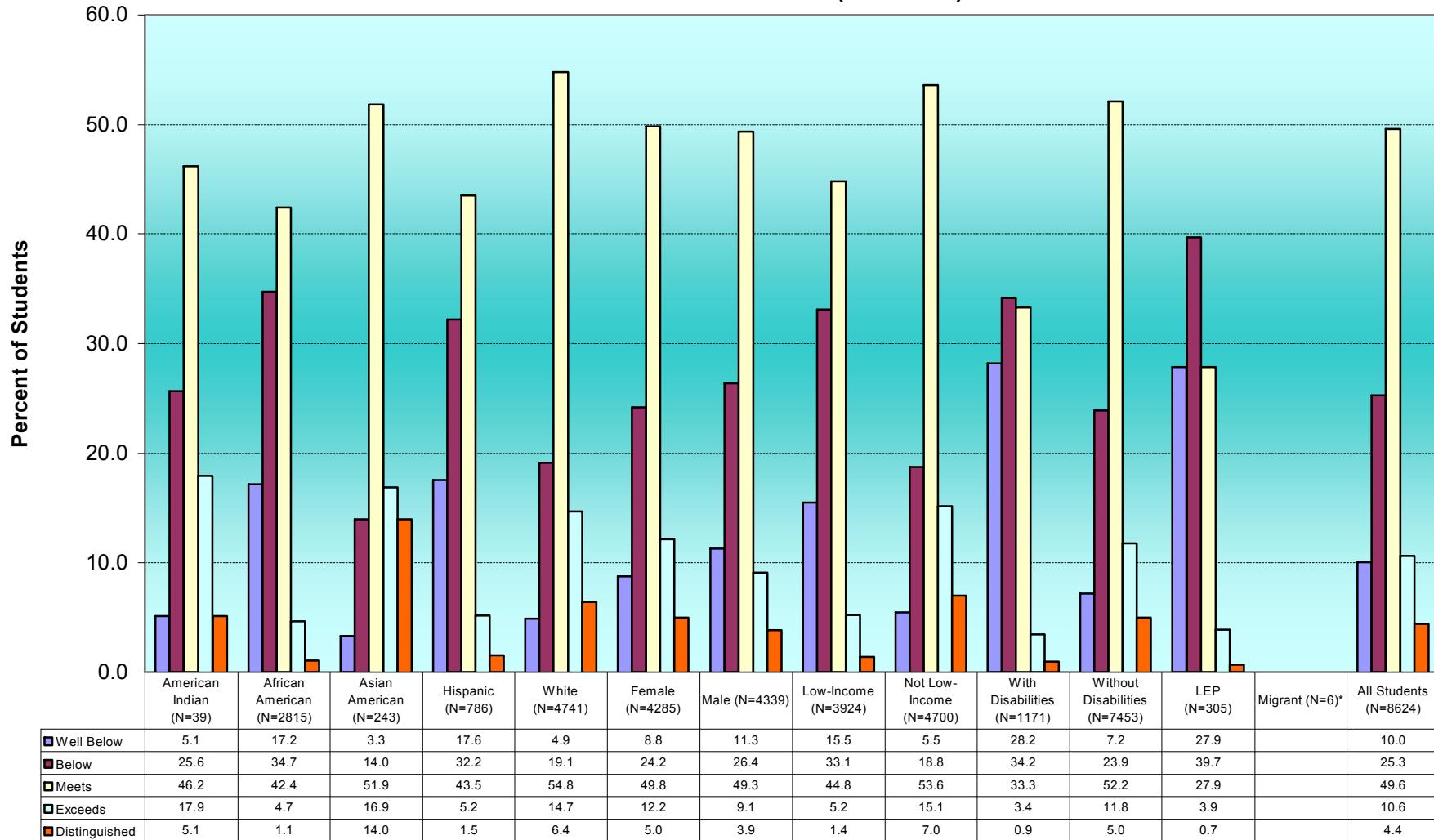
* Data Not Provided For Student Categories With <15

Table 34
State Level Disaggregations Grade 6 Science
Student Performance Levels (Fall 2005)



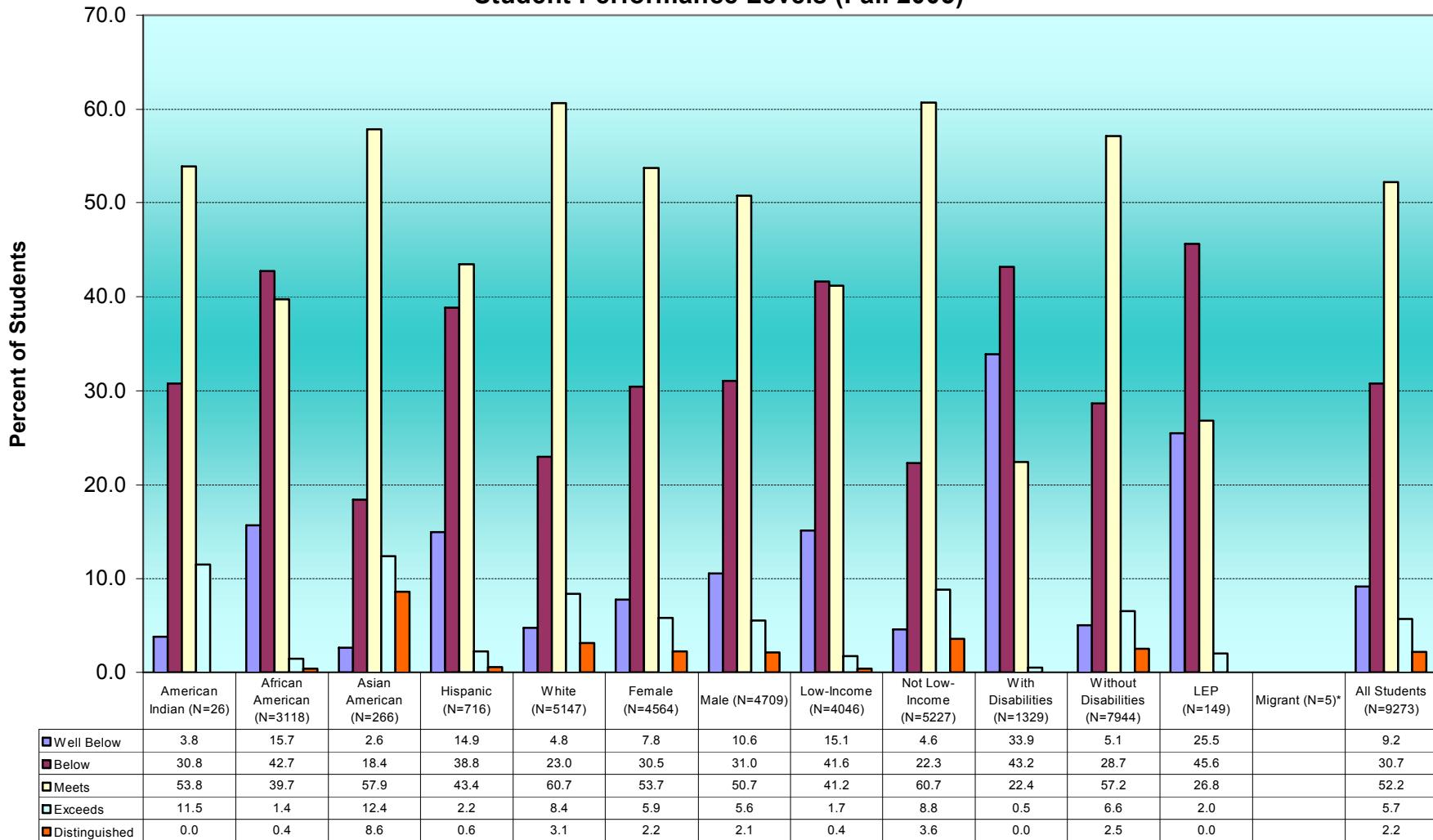
* Data Not Provided For Student Categories With <15

Table 35
State Level Disaggregations Grade 4 Social Studies
Student Performance Levels (Fall 2005)



* Data Not Provided For Student Categories With <15

Table 36
State Level Disaggregations Grade 6 Social Studies
Student Performance Levels (Fall 2005)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2005 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Spring 2005 DSTP science and social studies disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.state.de.us/aab>.

The following legend can be used to understand what each column of figures contains.

N: Indicates the number of students that contributed to the Standards-Based Score

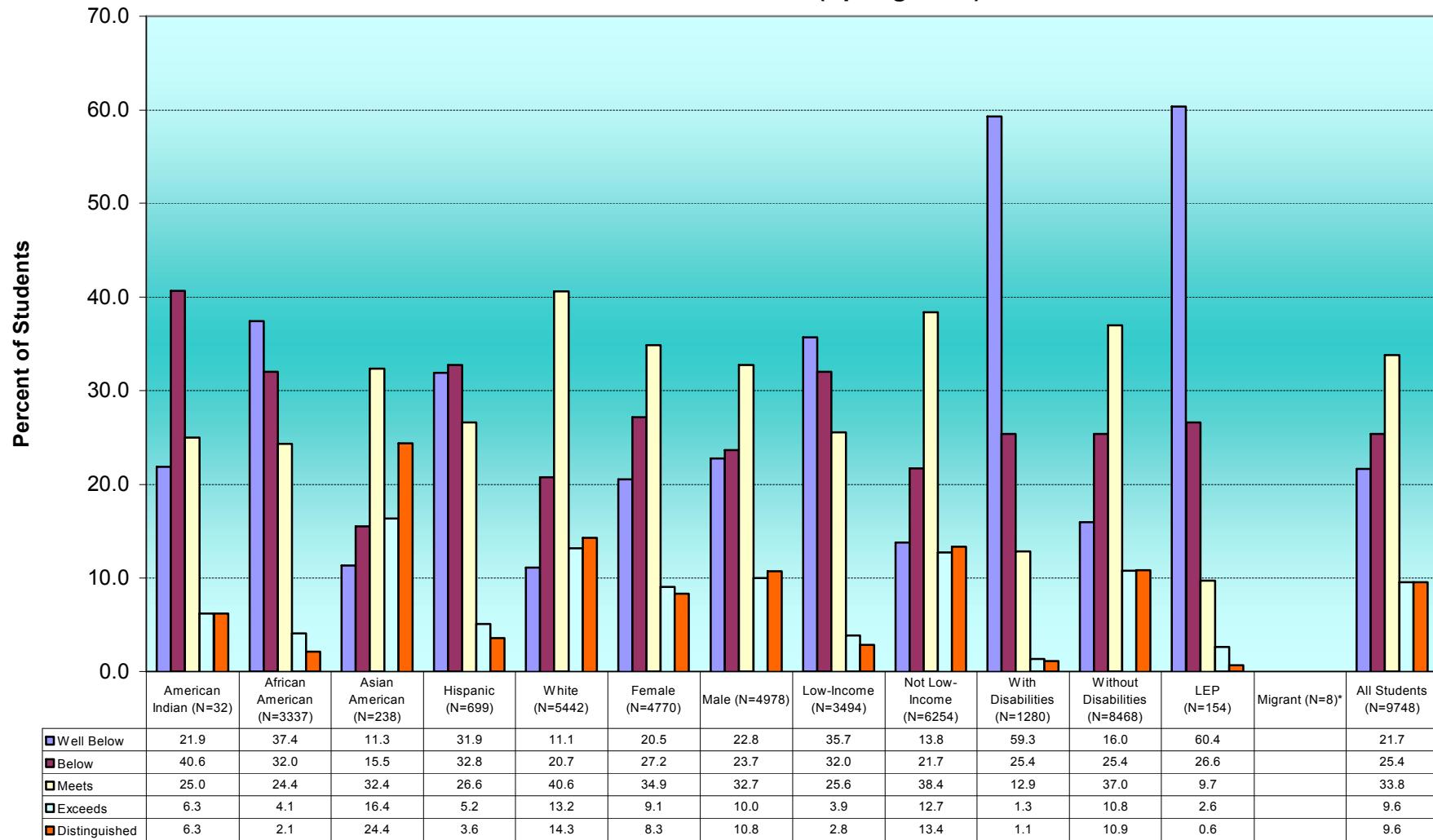
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
Distinguished	Excellent performance
Exceeds	Very good performance
Meets	Good performance
Below	Needs improvement
Well Below	Needs significant improvement

Participation:

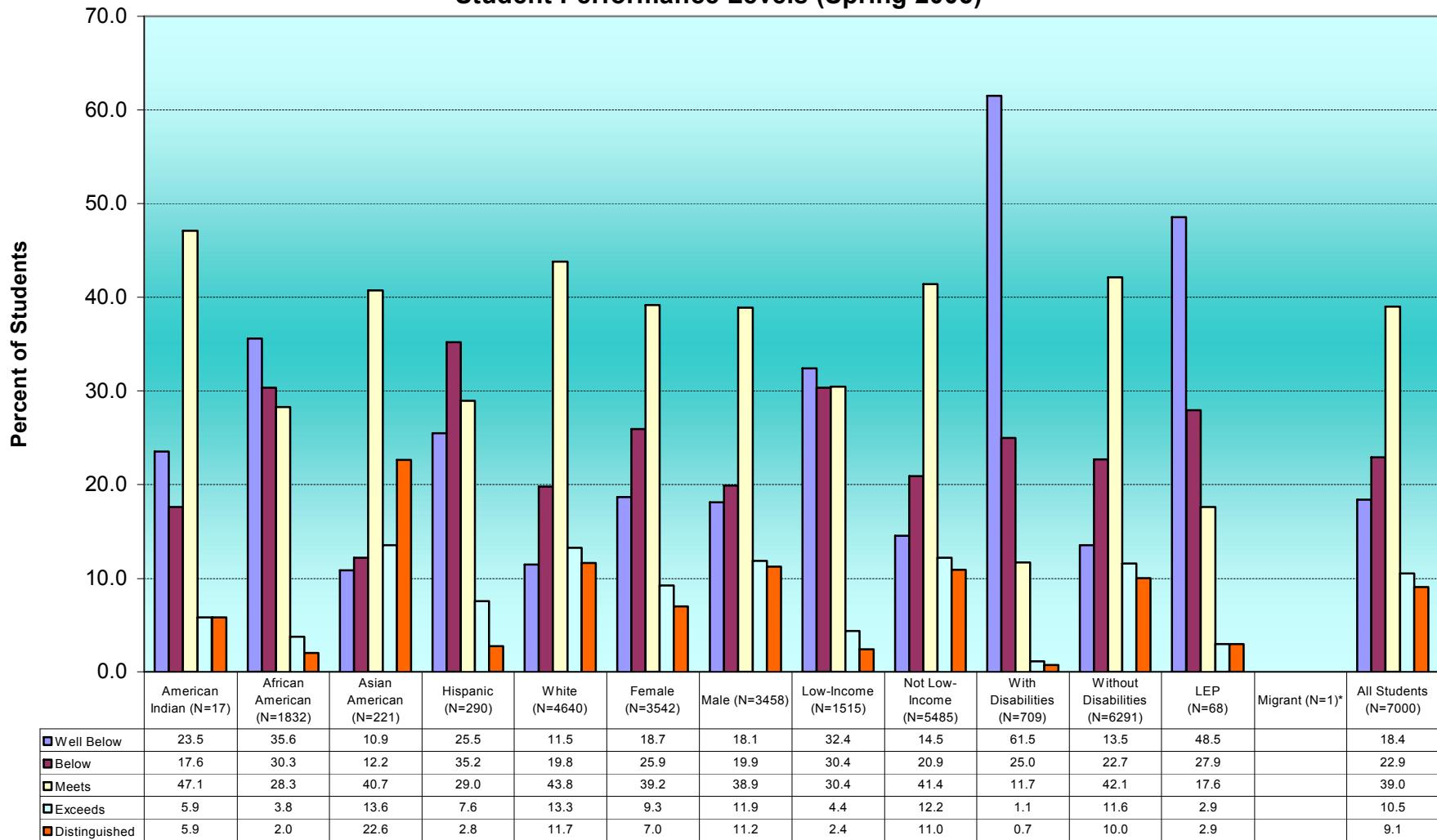
The number of students who were eligible to participate in the DSTP who were not tested

Table 37
State Level Disaggregations Grade 8 Science
Student Performance Levels (Spring 2005)



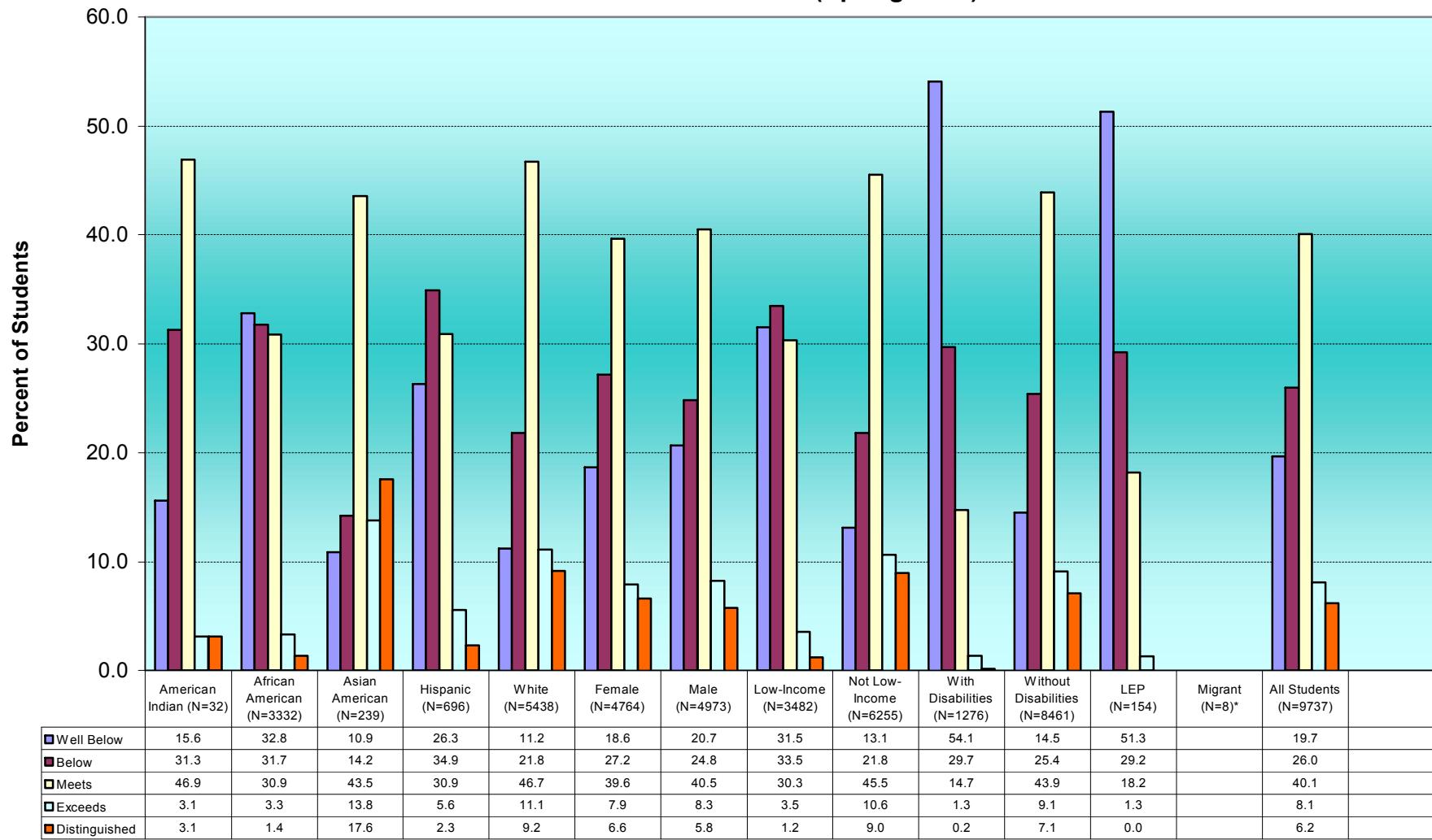
* Data Not Provided For Student Categories With <15

Table 38
State Level Disaggregations Grade 11 Science
Student Performance Levels (Spring 2005)



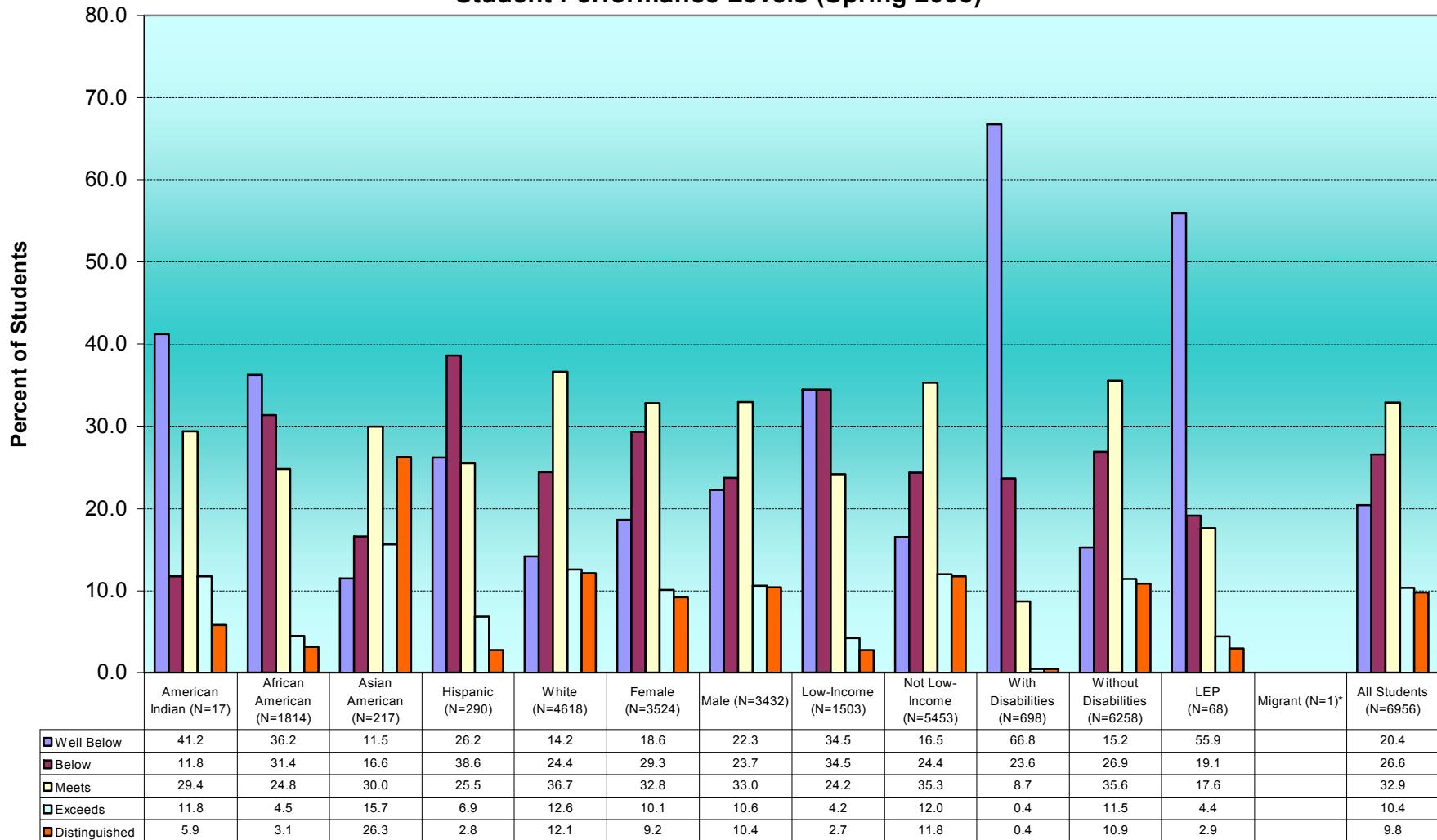
* Data Not Provided For Student Categories With <15

Table 39
State Level Disaggregations Grade 8 Social Studies
Student Performance Levels (Spring 2005)



* Data Not Provided For Student Categories With <15

Table 40
State Level Disaggregations Grade 11 Social Studies
Student Performance Levels (Spring 2005)



* Data Not Provided For Student Categories With <15

**DELAWARE ALTERNATE PORTFOLIO ASSESSMENT
(DAPA) SPRING, 2006 DISAGGREGATED RESULTS**

**GUIDE TO UNDERSTANDING 2005-2006
DELAWARE ALTERNATE PORTFOLIO
ASSESSMENT (DAPA) SCORES**

Purpose of the DAPA

The purpose of the DAPA is two-fold. First, it provides a record for monitoring student progress and performance across several curriculum domains. The second purpose is to provide a measure of program accountability so that schools and programs are measured consistently across the state against standards developed by Delaware's stakeholders, including parents, teachers, and administrators.

Eligibility

The IEP team must clearly document the basis for including a student in the DAPA. Performance across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills must be considered. There must be continuous assessment of progress on IEP goals and objectives. The student must demonstrate cognitive ability and adaptive skill levels which prevent completion of the academic curricula even with modifications and accommodation.

Scoring Process

Portfolios were scored during the summer of 2006 by a group of trained Delaware educators. The job of portfolio scorers was to verify each domain entry using a scoring rubric, which is a rating system that specifies the criteria for scoring portfolios. Scorers looked for evidence of learning opportunities that were presented in five dimensions of the scoring rubric: Activity, Independence, Supports, Settings, and Interactions. Two trained teachers independently scored each domain entry based upon the scoring rubric. Then, the two scores were compared. If the two scorers disagreed, the domain entry was discussed. If necessary, a third scorer or committee reviewed the entry before the final score was decided.

Accountability

Assessment scores are assigned in the academic areas of reading and mathematics. For student accountability purposes, the student gets the DAPA score earned no matter whether the assessment was under aggregable or non-aggregable (the assessment is modified in such a way, that the score can no longer be directly compared to scores of students testing under standard conditions) conditions. The student's score is not affected in any way by taking the test with non-aggregable accommodations.

For school, district, and state accountability purposes, the school, district, and state receives the same credit for a student's non-aggregable score as it does for an aggregable score.

Reading 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 5	Percent at Reading PL 4	Percent at Reading PL 3	Percent at Reading PL 2	Percent at Reading PL 1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	Special Ed	274	371.05	59.85	40.15	-	16.06	43.8	40.15	-	274	46.79	44
Grade 2	Regular Ed	7555	404.09	84.47	15.53	-	40.98	43.49	15.53	-	7556	59.95	68
Grade 3	Special Ed	323	420.8	58.82	41.18	5.57	9.6	43.65	21.36	19.81	323	50.62	51
Grade 3	Regular Ed	7463	449.54	85.03	14.97	16.45	17.5	51.08	9.94	5.02	7464	63.25	73
Grade 4	Special Ed	377	437.76	50.66	49.34	< 5.0	9.02	39.79	25.2	24.14	0	0	0
Grade 4	Regular Ed	7357	469.27	83.38	16.62	13.88	20.77	48.73	12.33	< 5.0	0	0	0
Grade 5	Special Ed	441	453.92	54.65	45.35	< 5.0	7.26	47.17	24.72	20.63	441	51.5	53
Grade 5	Regular Ed	7422	486.64	86.38	13.62	10.39	22.06	53.93	10.39	< 5.0	7422	65.75	77
Grade 6	Special Ed	500	454	44.6	55.4	< 5.0	< 5.0	40.8	31.2	24.2	500	44.83	40
Grade 6	Regular Ed	7928	487.33	84.26	15.74	< 5.0	24.39	56.61	12.51	< 5.0	7930	59.13	67
Grade 7	Special Ed	621	462.94	47.18	52.82	< 5.0	< 5.0	42.19	27.38	25.44	621	48.72	47
Grade 7	Regular Ed	8214	501.48	85.99	14.01	5.13	21.62	59.24	10.73	< 5.0	8215	64.61	76
Grade 8	Special Ed	813	487.96	44.65	55.35	< 5.0	< 5.0	40.59	28.29	27.06	812	46.55	44
Grade 8	Regular Ed	8566	528.1	87.22	12.78	< 5.0	17.88	65.08	9.47	< 5.0	8575	62.28	72
Grade 9	Special Ed	1018	475.41	28.68	71.32	< 5.0	< 5.0	27.31	29.27	42.04	1018	40.91	33
Grade 9	Regular Ed	9065	526.01	80.15	19.85	5.78	13.07	61.3	13.71	6.13	9070	64.87	76
Grade 10	Special Ed	703	471.62	21.19	78.81	< 5.0	< 5.0	20.77	30.01	48.79	704	45.17	41
Grade 10	Regular Ed	6842	523.43	75.64	24.36	< 5.0	8.17	64.76	19.04	5.32	6842	64.31	75
Grade 2	Female	3837	407.75	86.63	13.37	-	44.38	42.25	13.37	-	3838	60.94	70
Grade 2	Male	3992	398.3	80.71	19.29	-	36	44.71	19.29	-	3992	58.1	65
Grade 3	Female	3947	452.75	86.83	13.17	19.74	18.01	49.08	8.74	< 5.0	3947	64.03	75
Grade 3	Male	3839	443.83	80.98	19.02	12.16	16.31	52.51	12.14	6.88	3840	61.38	71
Grade 4	Female	3979	470.93	84.39	15.61	15.86	21.01	47.52	11.44	< 5.0	0	0	0
Grade 4	Male	3755	464.34	79.01	20.99	10.57	19.33	49.11	14.57	6.42	0	0	0
Grade 5	Female	3884	489.88	87.95	12.05	12.67	23.94	51.34	9.29	< 5.0	3884	65.95	78
Grade 5	Male	3979	479.85	81.33	18.67	7.04	18.57	55.72	13.04	5.63	3979	63.98	75
Grade 6	Female	4275	489.13	86.04	13.96	< 5.0	25.54	56.58	11.16	< 5.0	4276	59.76	68
Grade 6	Male	4153	481.46	77.65	22.35	< 5.0	20.71	54.73	16.16	6.19	4154	56.76	63
Grade 7	Female	4373	503.47	86.65	13.35	6.52	22.2	57.92	10.34	< 5.0	4373	65.27	77
Grade 7	Male	4462	494.18	79.94	20.06	< 5.0	18.71	58.16	13.42	6.63	4463	61.75	71
Grade 8	Female	4685	530.39	88.03	11.97	5.4	19.36	63.27	9.22	< 5.0	4688	62.35	72
Grade 8	Male	4694	518.86	79.04	20.96	< 5.0	13.95	62.65	12.97	7.99	4699	59.5	67
Grade 9	Female	4878	526.88	79.58	20.42	7.18	13.33	59.08	13.84	6.58	4879	63.93	74
Grade 9	Male	5205	515.3	70.62	29.38	< 5.0	10.49	56.73	16.64	12.74	5209	61.08	70
Grade 10	Female	3730	523.05	74.34	25.66	< 5.0	8.93	62.31	19.41	6.25	3730	62.75	73
Grade 10	Male	3815	514.25	66.87	33.13	< 5.0	5.95	59.06	20.71	12.42	3816	62.3	72

Reading 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 5	Percent at Reading PL 4	Percent at Reading PL 3	Percent at Reading PL 2	Percent at Reading PL 1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	African American	2741	386.23	73.77	26.23	-	25.39	48.38	26.23	-	2741	52.89	55
Grade 2	Hispanic	595	394.57	80.17	19.83	-	29.24	50.92	19.83	-	596	55.26	60
Grade 2	White	4231	413.76	89.74	10.26	-	50.18	39.57	10.26	-	4231	63.96	75
Grade 2	American Indian	29	394.17	86.21	13.79	-	17.24	68.97	13.79	-	29	55.71	61
Grade 2	Asian American	233	425.4	> 95.0	< 5.0	-	60.94	35.62	< 5.0	-	233	67.3	79
Grade 3	African American	2578	433.35	71.99	28.01	6.94	11.02	54.03	17.84	10.16	2578	56.46	62
Grade 3	Hispanic	634	440.32	81.39	18.61	9.62	12.3	59.46	11.04	7.57	634	58	65
Grade 3	White	4295	457.35	90.78	9.22	21.47	20.93	48.38	6.36	< 5.0	4296	66.73	79
Grade 3	American Indian	26	450.96	88.46	11.54	19.23	23.08	46.15	7.69	< 5.0	26	62.26	72
Grade 3	Asian American	253	468.34	> 95.0	< 5.0	31.23	27.67	36.76	< 5.0	< 5.0	253	70.47	83
Grade 4	African American	2481	453.14	68.96	31.04	5.24	12.17	51.55	21.08	9.96	0	0	0
Grade 4	Hispanic	660	459.65	76.97	23.03	8.48	13.64	54.85	16.52	6.52	0	0	0
Grade 4	White	4307	476.25	89.13	10.87	17.65	25.63	45.86	8.2	< 5.0	0	0	0
Grade 4	American Indian	40	473.7	87.5	12.5	17.5	25	45	12.5	< 5.0	0	0	0
Grade 4	Asian American	246	486.34	94.31	5.69	30.49	22.76	41.06	< 5.0	< 5.0	0	0	0
Grade 5	African American	2593	471.49	74.47	25.53	< 5.0	12.92	57.54	17.35	8.18	2593	58.05	65
Grade 5	Hispanic	627	480.03	81.98	18.02	5.58	19.14	57.26	13.56	< 5.0	627	61.34	70
Grade 5	White	4392	492.15	90.51	9.49	12.86	26.02	51.62	7.56	< 5.0	4392	69.18	82
Grade 5	American Indian	26	484.42	88.46	11.54	11.54	11.54	65.38	7.69	< 5.0	26	62.33	72
Grade 5	Asian American	225	508.28	92.89	7.11	28.89	30.22	33.78	< 5.0	< 5.0	225	72.52	86
Grade 6	African American	2797	473.77	71.4	28.6	< 5.0	12.12	58.53	20.45	8.15	2799	53.06	56
Grade 6	Hispanic	589	479.77	79.46	20.54	< 5.0	17.15	61.12	15.79	< 5.0	589	54.16	58
Grade 6	White	4770	491.83	87.63	12.37	< 5.0	29.41	53.84	9.85	< 5.0	4770	61.52	71
Grade 6	American Indian	24	484.63	87.5	12.5	< 5.0	8.33	75	12.5	< 5.0	24	58.72	66
Grade 6	Asian American	248	504.52	> 95.0	< 5.0	8.47	43.15	43.95	< 5.0	< 5.0	248	64.77	76
Grade 7	African American	2951	484.79	72.99	27.01	< 5.0	11.66	59.98	18.64	8.37	2952	57.53	64
Grade 7	Hispanic	653	488.17	76.72	23.28	< 5.0	14.09	60.34	14.09	9.19	653	58.39	65
Grade 7	White	4948	507.38	89.67	10.33	6.67	25.73	57.28	7.92	< 5.0	4948	67.33	79
Grade 7	American Indian	29	497.76	82.76	17.24	< 5.0	24.14	55.17	13.79	< 5.0	29	63.83	74
Grade 7	Asian American	254	521.12	94.49	5.51	14.17	35.43	44.88	5.12	< 5.0	254	71.02	84
Grade 8	African American	3205	510.19	72.73	27.27	< 5.0	8.55	63.46	17.72	9.55	3211	54.69	59
Grade 8	Hispanic	658	513.93	76.9	23.1	< 5.0	9.57	65.96	14.13	8.97	657	56.23	61
Grade 8	White	5251	533.51	90.42	9.58	5.64	21.81	62.98	6.99	< 5.0	5254	64.91	76
Grade 8	American Indian	20	533.15	90	10	< 5.0	30	60	10	< 5.0	20	65.05	76
Grade 8	Asian American	245	550.8	94.29	5.71	15.92	30.2	48.16	< 5.0	< 5.0	245	69.18	82
Grade 9	African American	3441	504.78	61.64	38.36	< 5.0	5.2	54.98	22.2	16.16	3442	55.38	60
Grade 9	Hispanic	708	508.52	65.11	34.89	< 5.0	6.64	55.93	20.34	14.55	711	56.53	62
Grade 9	White	5662	531.22	83.79	16.21	7.38	16.07	60.33	10.65	5.56	5665	67.09	79
Grade 9	American Indian	33	531.55	78.79	21.21	< 5.0	18.18	57.58	21.21	< 5.0	33	66.34	78
Grade 9	Asian American	239	543.87	86.19	13.81	16.74	22.59	46.86	9.62	< 5.0	237	71.65	85

Reading 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 5	Percent at Reading PL 4	Percent at Reading PL 3	Percent at Reading PL 2	Percent at Reading PL 1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 9	Asian American	239	543.87	86.19	13.81	16.74	22.59	46.86	9.62	< 5.0	237	71.65	85
Grade 10	African American	2174	501.21	53.04	46.96	< 5.0	< 5.0	49.95	29.16	17.8	2175	55.1	59
Grade 10	Hispanic	408	504.21	53.68	46.32	< 5.0	< 5.0	50.25	31.37	14.95	408	55.94	61
Grade 10	White	4723	526.95	79.65	20.35	< 5.0	9.55	66.78	14.99	5.36	4723	66.23	78
Grade 10	American Indian	25	512.68	64	36	< 5.0	< 5.0	60	24	12	25	59.73	68
Grade 10	Asian American	215	539.17	80.93	19.07	10.23	16.28	54.42	17.67	< 5.0	215	69.16	82
Grade 2	Low-Income	3373	388.26	75.51	24.49	-	26.06	49.45	24.49	-	3374	53.5	57
Grade 2	Not Low-Income	4456	414.04	89.74	10.26	-	50.74	39	10.26	-	4456	64.03	75
Grade 3	Low-Income	3285	435.3	73.85	26.15	7.7	12.27	53.88	16.35	9.8	3285	57.05	63
Grade 3	Not Low-Income	4501	457.88	91.31	8.69	22.06	20.75	48.5	6.09	< 5.0	4502	66.86	79
Grade 4	Low-Income	3177	455.63	72.9	27.1	< 5.0	13.69	54.27	18.54	8.56	0	0	0
Grade 4	Not Low-Income	4557	476.17	87.97	12.03	19.11	24.73	44.13	9.06	< 5.0	0	0	0
Grade 5	Low-Income	3132	472.79	75.89	24.11	< 5.0	14.18	57.73	16.83	7.28	3132	59.14	67
Grade 5	Not Low-Income	4731	492.76	90.36	9.64	13.68	25.89	50.79	7.46	< 5.0	4731	68.81	81
Grade 6	Low-Income	3277	474.54	72.38	27.62	< 5.0	13.34	58.38	20.08	7.54	3279	53.29	56
Grade 6	Not Low-Income	5151	492.23	87.96	12.04	< 5.0	29.41	53.95	9.51	< 5.0	5151	61.46	71
Grade 7	Low-Income	3394	484.45	73.6	26.4	< 5.0	11.34	61.05	17.91	8.49	3395	57.44	64
Grade 7	Not Low-Income	5441	507.71	89.29	10.71	7	26.12	56.17	8.14	< 5.0	5441	67.27	79
Grade 8	Low-Income	3588	511.17	73.72	26.28	< 5.0	8.53	64.13	16.72	9.56	3593	55.37	60
Grade 8	Not Low-Income	5791	532.95	89.6	10.4	5.68	21.69	62.23	7.62	< 5.0	5794	64.36	75
Grade 9	Low-Income	3402	504.81	61.35	38.65	< 5.0	5.47	54.2	22.4	16.26	3405	55.27	60
Grade 9	Not Low-Income	6681	529.1	81.89	18.11	7.03	15.12	59.74	11.66	6.45	6683	66.11	78
Grade 10	Low-Income	1966	501.12	52.44	47.56	< 5.0	< 5.0	49.54	29.6	17.96	1967	54.95	59
Grade 10	Not Low-Income	5579	524.76	76.95	23.05	< 5.0	9.16	64.58	16.71	6.35	5579	65.19	76

Reading 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 5	Percent at Reading PL 4	Percent at Reading PL 3	Percent at Reading PL 2	Percent at Reading PL 1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	LEP	353	398.68	83.57	16.43	-	33.71	49.86	16.43	-	353	56.53	62
Grade 2	Not LEP	7476	403.14	83.61	16.39	-	40.41	43.2	16.39	-	7477	59.63	67
Grade 3	LEP	184	430.37	75	25	< 5.0	6.52	64.13	13.59	11.41	184	54.17	58
Grade 3	Not LEP	7602	448.79	84.16	15.84	16.29	17.43	50.45	10.34	5.5	7603	62.93	73
Grade 4	LEP	119	436.18	50.42	49.58	< 5.0	< 5.0	44.54	28.57	21.01	0	0	0
Grade 4	Not LEP	7615	468.22	82.27	17.73	13.43	20.49	48.35	12.71	5.02	0	0	0
Grade 5	LEP	85	450.64	44.71	55.29	< 5.0	< 5.0	35.29	27.06	28.24	85	46.86	44
Grade 5	Not LEP	7778	485.18	85.03	14.97	9.87	21.41	53.75	11.02	< 5.0	7778	65.15	76
Grade 6	LEP	55	466.49	60	40	< 5.0	5.45	54.55	34.55	5.45	55	48.01	46
Grade 6	Not LEP	8373	485.47	82.05	17.95	< 5.0	23.28	55.68	13.48	< 5.0	8375	58.35	65
Grade 7	LEP	71	455.63	40.85	59.15	< 5.0	< 5.0	38.03	26.76	32.39	71	46.04	42
Grade 7	Not LEP	8764	499.12	83.6	16.4	< 5.0	20.6	58.2	11.78	< 5.0	8765	63.63	74
Grade 8	LEP	95	489.71	48.42	51.58	< 5.0	< 5.0	46.32	17.89	33.68	94	47.23	45
Grade 8	Not LEP	9284	524.98	83.89	16.11	< 5.0	16.81	63.13	11.03	5.08	9293	61.06	70
Grade 9	LEP	129	488.53	39.53	60.47	< 5.0	< 5.0	35.66	33.33	27.13	129	42.79	37
Grade 9	Not LEP	9954	521.32	75.42	24.58	5.26	12	58.16	15.05	9.53	9959	62.71	73
Grade 10	LEP	72	481.01	25	75	< 5.0	< 5.0	25	38.89	36.11	72	46.74	44
Grade 10	Not LEP	7473	518.96	71	29	< 5.0	7.49	61.01	19.88	9.11	7474	62.68	73
Grade 2	Title 1	4806	396.64	79.98	20.02	-	34.02	45.96	20.02	-	4807	57.03	63
Grade 2	Not Title 1	3023	412.95	89.38	10.62	-	49.78	39.6	10.62	-	3023	63.41	74
Grade 3	Title 1	4633	443.17	79.82	20.18	12.45	15.22	52.15	13.21	6.97	4634	60.44	69
Grade 3	Not Title 1	3153	455.97	90.01	9.99	21.22	20.04	48.75	6.31	< 5.0	3153	66.07	78
Grade 4	Title 1	4665	463.6	78.24	21.76	11	18.03	49.22	14.98	6.77	0	0	0
Grade 4	Not Title 1	3069	474.01	87.16	12.84	16.78	23.49	46.89	9.87	< 5.0	0	0	0
Grade 5	Title 1	4002	480.45	81.33	18.67	8.3	18.42	54.62	12.97	5.7	4002	62.89	73
Grade 5	Not Title 1	3861	489.32	87.98	12.02	11.4	24.14	52.45	9.35	< 5.0	3861	67.09	79
Grade 6	Title 1	2899	481.15	78.16	21.84	< 5.0	18.56	56.5	15.83	6	2899	56.52	62
Grade 6	Not Title 1	5529	487.55	83.87	16.13	< 5.0	25.57	55.24	12.46	< 5.0	5531	59.21	67
Grade 7	Title 1	1143	496.03	82.15	17.85	< 5.0	19.16	59.32	12.42	5.42	1143	62.28	72
Grade 7	Not Title 1	7692	499.18	83.42	16.58	< 5.0	20.63	57.85	11.82	< 5.0	7693	63.67	74
Grade 8	Title 1	1107	522.36	82.66	17.34	< 5.0	13.91	65.94	12.92	< 5.0	1108	59.96	68
Grade 8	Not Title 1	8272	524.92	83.64	16.36	< 5.0	17.02	62.56	10.86	5.5	8279	61.05	70
Grade 9	Title 1	149	513.61	77.85	22.15	< 5.0	< 5.0	73.15	16.78	5.37	149	57.66	64
Grade 9	Not Title 1	9934	521.01	74.91	25.09	5.28	11.99	57.64	15.26	9.82	9939	62.53	72
Grade 10	Title 1	93	506.12	56.99	43.01	< 5.0	< 5.0	55.91	35.48	7.53	93	56.43	62
Grade 10	Not Title 1	7452	518.76	70.73	29.27	< 5.0	7.51	60.72	19.87	9.39	7453	62.6	72

Writing 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	Special Ed	1139	5.29	28.01	71.99	< 5.0	< 5.0	27.3	52.41	19.58
Grade 3	Regular Ed	7488	6.83	65.49	34.51	< 5.0	< 5.0	63.93	31.61	< 5.0
Grade 4	Special Ed	1190	5.75	35.8	64.2	< 5.0	< 5.0	34.79	40.08	24.12
Grade 4	Regular Ed	7397	7.38	76.48	23.52	< 5.0	6.15	69.88	20.06	< 5.0
Grade 5	Special Ed	1275	5.98	21.65	78.35	< 5.0	< 5.0	21.02	59.22	19.14
Grade 5	Regular Ed	7451	7.52	55.79	44.21	< 5.0	< 5.0	52.42	42.32	< 5.0
Grade 6	Special Ed	1246	5.43	10.75	89.25	< 5.0	< 5.0	10.11	60.91	28.33
Grade 6	Regular Ed	7947	7.39	50.4	49.6	< 5.0	< 5.0	45.26	47.16	< 5.0
Grade 7	Special Ed	1255	5.38	16.25	83.75	< 5.0	< 5.0	15.62	52.19	31.55
Grade 7	Regular Ed	8225	7.68	64.91	35.09	< 5.0	9.65	53.71	31.73	< 5.0
Grade 8	Special Ed	1369	6.74	44.49	55.51	< 5.0	< 5.0	42.88	45.58	9.93
Grade 8	Regular Ed	8579	8.33	83.66	16.34	< 5.0	11.04	71.65	15.49	< 5.0
Grade 9	Special Ed	1419	6.17	31.78	68.22	< 5.0	< 5.0	30.37	48.84	19.38
Grade 9	Regular Ed	9045	8.18	76.57	23.43	< 5.0	13.07	62.42	20.39	< 5.0
Grade 10	Special Ed	913	6.22	28.26	71.74	< 5.0	< 5.0	27.38	58.16	13.58
Grade 10	Regular Ed	7083	8.39	81.83	18.17	< 5.0	16.32	64.08	16.79	< 5.0
Grade 3	Female	4218	6.94	67.92	32.08	< 5.0	< 5.0	65.72	28.99	< 5.0
Grade 3	Male	4409	6.32	53.48	46.52	< 5.0	< 5.0	52.76	39.49	7.03
Grade 4	Female	4290	7.52	79.28	20.72	< 5.0	7.6	71.12	17.41	< 5.0
Grade 4	Male	4297	6.78	62.42	37.58	< 5.0	< 5.0	58.92	28.25	9.33
Grade 5	Female	4179	7.63	60.28	39.72	< 5.0	< 5.0	56.02	37.19	< 5.0
Grade 5	Male	4547	6.98	42.09	57.91	< 5.0	< 5.0	40.31	51.77	6.14
Grade 6	Female	4547	7.51	55.07	44.93	< 5.0	5.98	48.69	41.76	< 5.0
Grade 6	Male	4646	6.75	35.19	64.81	< 5.0	< 5.0	32.48	56.13	8.67
Grade 7	Female	4572	7.86	69.84	30.16	< 5.0	11.22	56.58	26.97	< 5.0
Grade 7	Male	4908	6.92	47.88	52.12	< 5.0	5.87	41.3	41.4	10.72
Grade 8	Female	4901	8.49	87.39	12.61	< 5.0	13.1	72.92	11.57	< 5.0
Grade 8	Male	5047	7.75	69.41	30.59	< 5.0	6.48	62.61	27.46	< 5.0
Grade 9	Female	5024	8.39	81.61	18.39	< 5.0	15.17	64.95	15.8	< 5.0
Grade 9	Male	5440	7.46	60.24	39.76	< 5.0	8.05	51.73	32.04	7.72
Grade 10	Female	3935	8.48	83.2	16.8	< 5.0	18.5	62.82	15.25	< 5.0
Grade 10	Male	4061	7.81	68.46	31.54	< 5.0	10.74	57.05	27.58	< 5.0

Writing 2006 Statewide By Test Year, Grade, Student Group										
Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	African American	2925	6.2	50.26	49.74	< 5.0	< 5.0	49.91	42.12	7.62
Grade 3	Hispanic	734	6.32	52.59	47.41	< 5.0	< 5.0	51.91	41.69	5.72
Grade 3	White	4684	6.89	66.89	33.11	< 5.0	< 5.0	64.77	29.42	< 5.0
Grade 3	American Indian	26	6.69	69.23	30.77	< 5.0	< 5.0	69.23	30.77	< 5.0
Grade 3	Asian American	258	7.59	83.72	16.28	< 5.0	< 5.0	79.46	15.5	< 5.0
Grade 4	African American	2832	6.79	62.43	37.57	< 5.0	< 5.0	59.36	28.78	8.79
Grade 4	Hispanic	748	7.1	72.33	27.67	< 5.0	< 5.0	68.32	21.79	5.88
Grade 4	White	4715	7.33	74.78	25.22	< 5.0	6.7	67.55	20.06	5.15
Grade 4	American Indian	42	7.12	64.29	35.71	< 5.0	< 5.0	61.9	30.95	< 5.0
Grade 4	Asian American	250	8.08	88.4	11.6	< 5.0	14	72	9.6	< 5.0
Grade 5	African American	2984	6.97	41.42	58.58	< 5.0	< 5.0	39.88	52.45	6.13
Grade 5	Hispanic	717	7.14	46.3	53.7	< 5.0	< 5.0	44.35	48.81	< 5.0
Grade 5	White	4761	7.47	56.16	43.84	< 5.0	< 5.0	52.49	40.45	< 5.0
Grade 5	American Indian	29	7.1	37.93	62.07	< 5.0	6.9	31.03	55.17	6.9
Grade 5	Asian American	235	8.14	76.6	23.4	< 5.0	8.94	67.23	21.7	< 5.0
Grade 6	African American	3123	6.74	34.42	65.58	< 5.0	< 5.0	32.21	57.89	7.68
Grade 6	Hispanic	675	6.92	40.89	59.11	< 5.0	< 5.0	38.07	50.37	8.74
Grade 6	White	5115	7.34	50.91	49.09	< 5.0	5.38	45.24	44.3	< 5.0
Grade 6	American Indian	24	7.21	37.5	62.5	< 5.0	< 5.0	37.5	58.33	< 5.0
Grade 6	Asian American	256	8.1	68.36	31.64	< 5.0	13.67	53.52	30.86	< 5.0
Grade 7	African American	3258	6.83	46.56	53.44	< 5.0	< 5.0	42.63	43.25	10.19
Grade 7	Hispanic	710	6.95	51.55	48.45	< 5.0	< 5.0	46.62	38.45	10
Grade 7	White	5222	7.73	65.84	34.16	< 5.0	11.57	52.36	29.15	5.02
Grade 7	American Indian	33	7.36	60.61	39.39	< 5.0	9.09	51.52	33.33	6.06
Grade 7	Asian American	257	8.42	78.6	21.4	6.61	16.34	55.64	19.46	< 5.0
Grade 8	African American	3500	7.73	70.09	29.91	< 5.0	5.06	64.97	26.89	< 5.0
Grade 8	Hispanic	695	7.78	73.24	26.76	< 5.0	< 5.0	68.63	23.6	< 5.0
Grade 8	White	5483	8.36	83.31	16.69	< 5.0	12.53	69.52	15.27	< 5.0
Grade 8	American Indian	20	8.5	90	10	5	10	75	5	5
Grade 8	Asian American	250	9.14	> 95.0	< 5.0	< 5.0	28.8	62.4	< 5.0	< 5.0
Grade 9	African American	3610	7.46	62.05	37.95	< 5.0	6.45	55.21	30.19	7.76
Grade 9	Hispanic	740	7.66	66.49	33.51	< 5.0	7.97	58.38	26.89	6.62
Grade 9	White	5841	8.18	75.67	24.33	< 5.0	14.36	60.11	20.68	< 5.0
Grade 9	American Indian	35	7.69	68.57	31.43	< 5.0	8.57	60	22.86	8.57
Grade 9	Asian American	238	8.91	84.45	15.55	6.3	27.73	50.42	13.45	< 5.0
Grade 10	African American	2280	7.59	64.52	35.48	< 5.0	7.59	56.75	30.79	< 5.0
Grade 10	Hispanic	431	7.74	68.45	31.55	< 5.0	9.28	58.93	26.45	5.1
Grade 10	White	5039	8.39	80.93	19.07	< 5.0	17.72	61.58	17.31	< 5.0
Grade 10	American Indian	27	8.19	74.07	25.93	< 5.0	18.52	55.56	22.22	< 5.0
Grade 10	Asian American	219	8.92	86.76	13.24	6.39	24.2	56.16	11.87	< 5.0

Writing 2006										
Statewide By Test Year, Grade, Student Group										
Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	Low-Income	3857	6.15	49.42	50.58	< 5.0	< 5.0	49.05	42.86	7.73
Grade 3	Not Low-Income	4770	7.01	69.54	30.46	< 5.0	< 5.0	67.21	27.48	< 5.0
Grade 4	Low-Income	3713	6.74	62.38	37.62	< 5.0	< 5.0	60.19	28.6	9.02
Grade 4	Not Low-Income	4874	7.46	77.29	22.71	< 5.0	7.92	68.69	18.44	< 5.0
Grade 5	Low-Income	3699	6.91	39.96	60.04	< 5.0	< 5.0	38.88	53.37	6.68
Grade 5	Not Low-Income	5027	7.57	58.78	41.22	< 5.0	< 5.0	54.43	38.47	< 5.0
Grade 6	Low-Income	3767	6.64	33.05	66.95	< 5.0	< 5.0	31.27	57.47	9.48
Grade 6	Not Low-Income	5426	7.47	53.34	46.66	< 5.0	6.03	46.9	43.16	< 5.0
Grade 7	Low-Income	3791	6.75	45.37	54.63	< 5.0	< 5.0	42.26	43.55	11.08
Grade 7	Not Low-Income	5689	7.79	67.2	32.8	< 5.0	12.16	52.94	28.37	< 5.0
Grade 8	Low-Income	3948	7.69	69.55	30.45	< 5.0	< 5.0	64.49	26.82	< 5.0
Grade 8	Not Low-Income	6000	8.4	84	16	< 5.0	12.93	69.8	14.9	< 5.0
Grade 9	Low-Income	3626	7.38	59.82	40.18	< 5.0	5.87	53.7	32.05	8.14
Grade 9	Not Low-Income	6838	8.19	76.16	23.84	< 5.0	14.43	60.4	20.11	< 5.0
Grade 10	Low-Income	2147	7.5	62.27	37.73	< 5.0	6.52	55.52	32.65	5.08
Grade 10	Not Low-Income	5849	8.38	80.65	19.35	< 5.0	17.51	61.5	17.42	< 5.0
Grade 3	LEP	241	6.05	44.4	55.6	< 5.0	< 5.0	44.4	47.3	8.3
Grade 3	Not LEP	8386	6.64	61.01	38.99	< 5.0	< 5.0	59.52	33.99	5.01
Grade 4	LEP	147	6.58	61.9	38.1	< 5.0	< 5.0	61.22	27.21	10.88
Grade 4	Not LEP	8440	7.16	71	29	< 5.0	5.49	65.08	22.76	6.24
Grade 5	LEP	105	6.51	33.33	66.67	< 5.0	< 5.0	31.43	55.24	11.43
Grade 5	Not LEP	8621	7.3	51.01	48.99	< 5.0	< 5.0	48.03	44.66	< 5.0
Grade 6	LEP	69	6.1	23.19	76.81	< 5.0	< 5.0	23.19	56.52	20.29
Grade 6	Not LEP	9124	7.14	45.19	54.81	< 5.0	< 5.0	40.63	48.97	5.84
Grade 7	LEP	82	5.59	25.61	74.39	< 5.0	< 5.0	25.61	47.56	26.83
Grade 7	Not LEP	9398	7.39	58.76	41.24	< 5.0	8.52	48.87	34.33	6.92
Grade 8	LEP	103	6.92	46.6	53.4	< 5.0	< 5.0	45.63	46.6	6.8
Grade 8	Not LEP	9845	8.13	78.6	21.4	< 5.0	9.83	67.92	19.35	< 5.0
Grade 9	LEP	135	6.88	49.63	50.37	< 5.0	< 5.0	48.89	37.78	12.59
Grade 9	Not LEP	10329	7.92	70.77	29.23	< 5.0	11.61	58.2	24.07	5.16
Grade 10	LEP	81	6.69	43.21	56.79	< 5.0	< 5.0	41.98	45.68	11.11
Grade 10	Not LEP	7915	8.16	76.05	23.95	< 5.0	14.69	60.08	21.26	< 5.0

Writing 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	Title 1	5150	6.48	56.52	43.48	< 5.0	< 5.0	55.2	38.14	5.34
Grade 3	Not Title 1	3477	6.84	66.49	33.51	< 5.0	< 5.0	64.85	28.76	< 5.0
Grade 4	Title 1	5178	6.98	66.92	33.08	< 5.0	< 5.0	62.17	25.84	7.24
Grade 4	Not Title 1	3409	7.42	76.8	23.2	< 5.0	7.01	69.35	18.28	< 5.0
Grade 5	Title 1	4436	7.2	48.22	51.78	< 5.0	< 5.0	46.24	47.25	< 5.0
Grade 5	Not Title 1	4290	7.39	53.47	46.53	< 5.0	< 5.0	49.49	42.24	< 5.0
Grade 6	Title 1	3128	7.02	41.53	58.47	< 5.0	< 5.0	37.72	52.69	5.79
Grade 6	Not Title 1	6065	7.19	46.83	53.17	< 5.0	< 5.0	41.93	47.14	6.03
Grade 7	Title 1	1220	7.12	50.9	49.1	< 5.0	6.07	43.93	42.05	7.05
Grade 7	Not Title 1	8260	7.42	59.59	40.41	< 5.0	8.8	49.37	33.32	7.09
Grade 8	Title 1	1169	7.88	71.94	28.06	< 5.0	6.84	64.41	26.43	< 5.0
Grade 8	Not Title 1	8779	8.15	79.11	20.89	< 5.0	10.13	68.13	18.73	< 5.0
Grade 9	Title 1	150	8.31	81.33	18.67	< 5.0	6.67	74	18.67	< 5.0
Grade 9	Not Title 1	10314	7.9	70.34	29.66	< 5.0	11.54	57.84	24.33	5.33
Grade 10	Title 1	93	7.91	73.12	26.88	< 5.0	< 5.0	68.82	25.81	< 5.0
Grade 10	Not Title 1	7903	8.15	75.74	24.26	< 5.0	14.68	59.79	21.46	< 5.0

Math 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 2	Special Ed	932	359.44	57.94	42.06	-	15.24	42.7	42.06	-	932	36.68	26
Grade 2	Regular Ed	7567	406.81	91.56	8.44	-	53.02	38.54	8.44	-	7473	59	66
Grade 3	Special Ed	1179	405.97	47.58	52.42	< 5.0	7.8	37.83	23.66	28.75	1167	44.38	39
Grade 3	Regular Ed	7488	448.69	83.03	16.97	12.31	24.31	46.41	11.86	5.11	7439	65.7	77
Grade 4	Special Ed	1219	426.81	43.64	56.36	< 5.0	7.14	34.62	23.38	32.98	1204	49.35	49
Grade 4	Regular Ed	7404	466.42	83.78	16.22	14.44	21.41	47.93	12.16	< 5.0	7374	66.63	78
Grade 5	Special Ed	1310	448.67	43.44	56.56	< 5.0	< 5.0	37.94	24.73	31.83	1286	49.27	49
Grade 5	Regular Ed	7432	483.62	82.86	17.14	9.7	15.35	57.8	11.83	5.31	7434	65.44	77
Grade 6	Special Ed	1258	450.33	27.5	72.5	< 5.0	< 5.0	25.83	18.44	54.05	1236	40.6	33
Grade 6	Regular Ed	7870	494.47	78.7	21.3	10.37	13.35	54.98	10.71	10.58	7943	59.47	67
Grade 7	Special Ed	1263	449.25	22.96	77.04	< 5.0	< 5.0	20.19	10.93	66.11	1206	38.45	29
Grade 7	Regular Ed	8166	497.31	71.58	28.42	14.23	12.42	44.93	11.88	16.54	8214	60.6	69
Grade 8	Special Ed	1391	462.07	22.86	77.14	< 5.0	< 5.0	18.98	14.81	62.33	1371	41.58	34
Grade 8	Regular Ed	8628	508.49	68.61	31.39	16.3	14.22	38.1	13.73	17.65	8585	62.03	71
Grade 9	Special Ed	1439	475.38	11.54	88.46	< 5.0	< 5.0	10.01	20.15	68.31	1320	48.48	47
Grade 9	Regular Ed	9019	523.08	57.52	42.48	13.13	7.34	37.06	26.24	16.23	9029	67.19	79
Grade 10	Special Ed	874	497.58	15.56	84.44	< 5.0	< 5.0	12.81	16.02	68.42	862	44.9	40
Grade 10	Regular Ed	6600	540.22	64.62	35.38	15.65	11.59	37.38	17.92	17.45	6576	64.59	76
Grade 2	Female	4063	401.11	87.99	12.01	-	48.19	39.8	12.01	-	4020	55.83	61
Grade 2	Male	4436	402.09	87.76	12.24	-	49.5	38.26	12.24	-	4385	57.16	63
Grade 3	Female	4224	441.44	77.75	22.25	9.85	22.04	45.86	13.87	8.38	4200	61.98	71
Grade 3	Male	4443	444.25	78.64	21.36	11.91	22.08	44.65	13.08	8.28	4406	63.59	74
Grade 4	Female	4300	459.92	77.47	22.53	11.81	18.86	46.79	14.44	8.09	4275	63.51	74
Grade 4	Male	4323	461.71	78.74	21.26	13.51	19.92	45.32	13.05	8.21	4303	64.89	76
Grade 5	Female	4185	477.46	76.49	23.51	7.98	12.78	55.72	14.12	9.39	4175	62.35	72
Grade 5	Male	4557	479.23	77.38	22.62	8.91	14.46	54	13.43	9.19	4545	63.69	74
Grade 6	Female	4514	488.8	72.24	27.76	8.29	11.85	52.1	12.38	15.37	4545	56.73	62
Grade 6	Male	4614	487.98	71.07	28.93	9.62	11.6	49.85	11.18	17.75	4634	57.13	63
Grade 7	Female	4536	490.82	65.61	34.39	11.77	10.87	42.97	11.93	22.46	4551	57.42	64
Grade 7	Male	4893	490.92	64.56	35.44	13.1	11.1	40.36	11.59	23.85	4869	58.09	65
Grade 8	Female	4924	502.03	61.49	38.51	14.44	12.21	34.85	14.99	23.52	4898	58.67	66
Grade 8	Male	5095	502.07	63	37	14.03	12.95	36.02	12.82	24.18	5058	59.74	68
Grade 9	Female	5006	515.66	49.8	50.2	9.85	6.31	33.64	27.93	22.27	4965	64.3	75
Grade 9	Male	5452	517.3	52.48	47.52	12.78	6.64	33.05	23.09	24.43	5384	65.27	77
Grade 10	Female	3637	533.7	58.26	41.74	11.85	10.37	36.05	18.75	22.99	3619	61.58	71
Grade 10	Male	3837	536.68	59.47	40.53	16	10.42	33.05	16.71	23.82	3819	63	73

Math 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 2	African American	3029	381.67	78.44	21.56	-	28.59	49.85	21.56	-	3022	47.46	45
Grade 2	Hispanic	667	392.66	86.81	13.19	-	39.13	47.68	13.19	-	587	52.18	54
Grade 2	White	4534	414.61	93.8	6.2	-	62.55	31.25	6.2	-	4527	62.45	72
Grade 2	American Indian	31	399.23	93.55	6.45	-	35.48	58.06	6.45	-	31	56.11	61
Grade 2	Asian American	238	433.52	> 95.0	< 5.0	-	75.63	21.43	< 5.0	-	238	69.67	82
Grade 3	African American	2943	420.94	63.03	36.97	< 5.0	11.65	48.49	21.92	15.05	2941	54.08	58
Grade 3	Hispanic	739	431.21	72.4	27.6	< 5.0	17.86	49.93	16.1	11.5	686	57.55	64
Grade 3	White	4701	456.35	87.66	12.34	15.66	28.59	43.42	8.34	< 5.0	4695	68.25	81
Grade 3	American Indian	26	450.31	84.62	15.38	7.69	38.46	38.46	11.54	< 5.0	26	68.34	81
Grade 3	Asian American	258	480.43	94.96	5.04	34.11	32.17	28.68	< 5.0	< 5.0	258	76.6	90
Grade 4	African American	2844	443.38	63.71	36.29	< 5.0	12.17	47.89	21.8	14.49	2836	57.08	63
Grade 4	Hispanic	752	453.99	72.74	27.26	7.18	15.43	50.13	19.15	8.11	722	61.11	70
Grade 4	White	4735	470.67	86.59	13.41	17.8	23.93	44.86	8.66	< 5.0	4728	68.32	81
Grade 4	American Indian	42	465.74	88.1	11.9	16.67	9.52	61.9	9.52	< 5.0	42	65.29	77
Grade 4	Asian American	250	492.33	> 95.0	< 5.0	33.6	29.2	32.8	< 5.0	< 5.0	250	75.89	89
Grade 5	African American	2984	461.51	62.1	37.9	< 5.0	5.86	53.99	21.68	16.22	2975	55.83	61
Grade 5	Hispanic	722	472.54	75.21	24.79	< 5.0	9.56	61.5	15.1	9.7	701	60.47	69
Grade 5	White	4773	488.16	85.75	14.25	11.86	18.56	55.33	9.03	5.22	4780	67.24	79
Grade 5	American Indian	29	479.76	82.76	17.24	6.9	17.24	58.62	17.24	< 5.0	29	63.41	74
Grade 5	Asian American	234	512.17	91.45	8.55	32.05	25.21	34.19	< 5.0	< 5.0	235	76.99	90
Grade 6	African American	3097	471.47	55.96	44.04	< 5.0	5.36	48.05	16.63	27.41	3115	49.85	50
Grade 6	Hispanic	682	478.26	63.93	36.07	< 5.0	7.48	51.91	14.37	21.7	673	52.76	55
Grade 6	White	5072	498.21	81.07	18.93	12.24	15.6	53.23	8.95	9.98	5112	61.01	70
Grade 6	American Indian	24	500.79	91.67	8.33	8.33	25	58.33	< 5.0	< 5.0	24	64.4	75
Grade 6	Asian American	253	524.61	93.68	6.32	33.6	22.13	37.94	< 5.0	< 5.0	255	71.97	85
Grade 7	African American	3220	470.35	46.12	53.88	< 5.0	5	37.73	15.65	38.23	3220	49.25	48
Grade 7	Hispanic	734	476.87	53.41	46.59	5.86	7.63	39.92	11.17	35.42	695	51.35	53
Grade 7	White	5183	503.56	77.29	22.71	17.52	14.84	44.94	9.74	12.97	5213	63.09	73
Grade 7	American Indian	33	491.7	66.67	33.33	15.15	9.09	42.42	12.12	21.21	32	58.73	66
Grade 7	Asian American	259	531.65	88.8	11.2	42.47	18.15	28.19	5.02	6.18	260	73.57	87
Grade 8	African American	3511	480.22	41.7	58.3	< 5.0	6.49	31.64	17.83	40.47	3500	49.65	49
Grade 8	Hispanic	734	488.16	49.46	50.54	5.86	8.86	34.74	18.12	32.43	691	53.4	56
Grade 8	White	5504	515.74	75.89	24.11	20.68	16.77	38.44	11.19	12.92	5495	65.23	76
Grade 8	American Indian	20	509.55	70	30	20	15	35	15	15	20	64.21	75
Grade 8	Asian American	250	547.34	88	12	46.4	16.8	24.8	5.2	6.8	250	76.69	90

Math 2006
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 9	African American	3601	497.4	30.99	69.01	< 5.0	< 5.0	25.02	30.71	38.29	3554	57.2	63
Grade 9	Hispanic	750	503.47	37.47	62.53	< 5.0	< 5.0	29.6	30.67	31.87	703	59.94	68
Grade 9	White	5831	528.41	64.31	35.69	16.62	8.68	39.02	21.8	13.89	5815	69.52	82
Grade 9	American Indian	35	515.34	51.43	48.57	< 5.0	< 5.0	45.71	28.57	20	35	64.56	76
Grade 9	Asian American	241	555.13	78.42	21.58	36.51	12.03	29.88	16.6	< 5.0	242	77.51	90
Grade 10	African American	2179	513.85	35.38	64.62	< 5.0	< 5.0	28.64	22.4	42.22	2170	52.73	55
Grade 10	Hispanic	417	520.71	43.88	56.12	5.04	8.15	30.7	23.5	32.61	393	56.58	62
Grade 10	White	4649	544.67	70.32	29.68	18.61	13.34	38.37	15.32	14.37	4646	66.66	79
Grade 10	American Indian	26	539	65.38	34.62	15.38	19.23	30.77	11.54	23.08	26	62.8	73
Grade 10	Asian American	203	577.78	79.31	20.69	48.28	13.79	17.24	10.84	9.85	203	76.1	89
Grade 2	Low-Income	3809	386.56	81.41	18.59	-	33.55	47.86	18.59	-	3738	49.66	49
Grade 2	Not Low-Income	4690	413.85	93.11	6.89	-	61.32	31.79	6.89	-	4667	62.02	71
Grade 3	Low-Income	3883	425.61	66.44	33.56	< 5.0	15.01	47.75	19.83	13.73	3833	55.78	61
Grade 3	Not Low-Income	4784	456.9	87.75	12.25	16.76	27.78	43.21	8.3	< 5.0	4773	68.45	81
Grade 4	Low-Income	3733	447.63	68.2	31.8	5.14	12.97	50.09	19.8	12	3694	58.87	66
Grade 4	Not Low-Income	4890	470.89	85.66	14.34	18.4	24.29	42.97	9.12	5.21	4884	68.24	81
Grade 5	Low-Income	3708	464.99	65.56	34.44	< 5.0	7.79	54.72	19.58	14.86	3683	57.14	63
Grade 5	Not Low-Income	5034	488.25	85.34	14.66	12.46	17.98	54.91	9.48	5.18	5037	67.37	80
Grade 6	Low-Income	3752	473.37	58.56	41.44	< 5.0	6.96	48.85	15.19	26.25	3757	50.48	51
Grade 6	Not Low-Income	5376	498.87	80.78	19.22	13.3	15.05	52.44	9.39	9.82	5422	61.41	71
Grade 7	Low-Income	3787	472.77	48.93	51.07	< 5.0	5.86	39.16	14.92	36.15	3752	50.14	50
Grade 7	Not Low-Income	5642	503.03	75.9	24.1	18.2	14.43	43.26	9.62	14.48	5668	62.81	73
Grade 8	Low-Income	3994	483.71	45.44	54.56	< 5.0	7.64	33.12	17.9	36.65	3945	51.46	53
Grade 8	Not Low-Income	6025	514.2	73.41	26.59	20.56	15.87	36.98	11.22	15.37	6011	64.31	75
Grade 9	Low-Income	3633	499.26	33.22	66.78	< 5.0	< 5.0	26.45	30.2	36.58	3548	58.23	65
Grade 9	Not Low-Income	6825	525.7	60.76	39.24	15.34	8.42	37	22.86	16.38	6801	68.24	81
Grade 10	Low-Income	2107	516.72	38.73	61.27	< 5.0	5.22	29.52	22.31	38.97	2088	54.4	58
Grade 10	Not Low-Income	5367	542.5	66.8	33.2	17.91	12.43	36.46	15.89	17.31	5350	65.4	77

Math 2006
Statewide By Test Year, Grade, Student Group

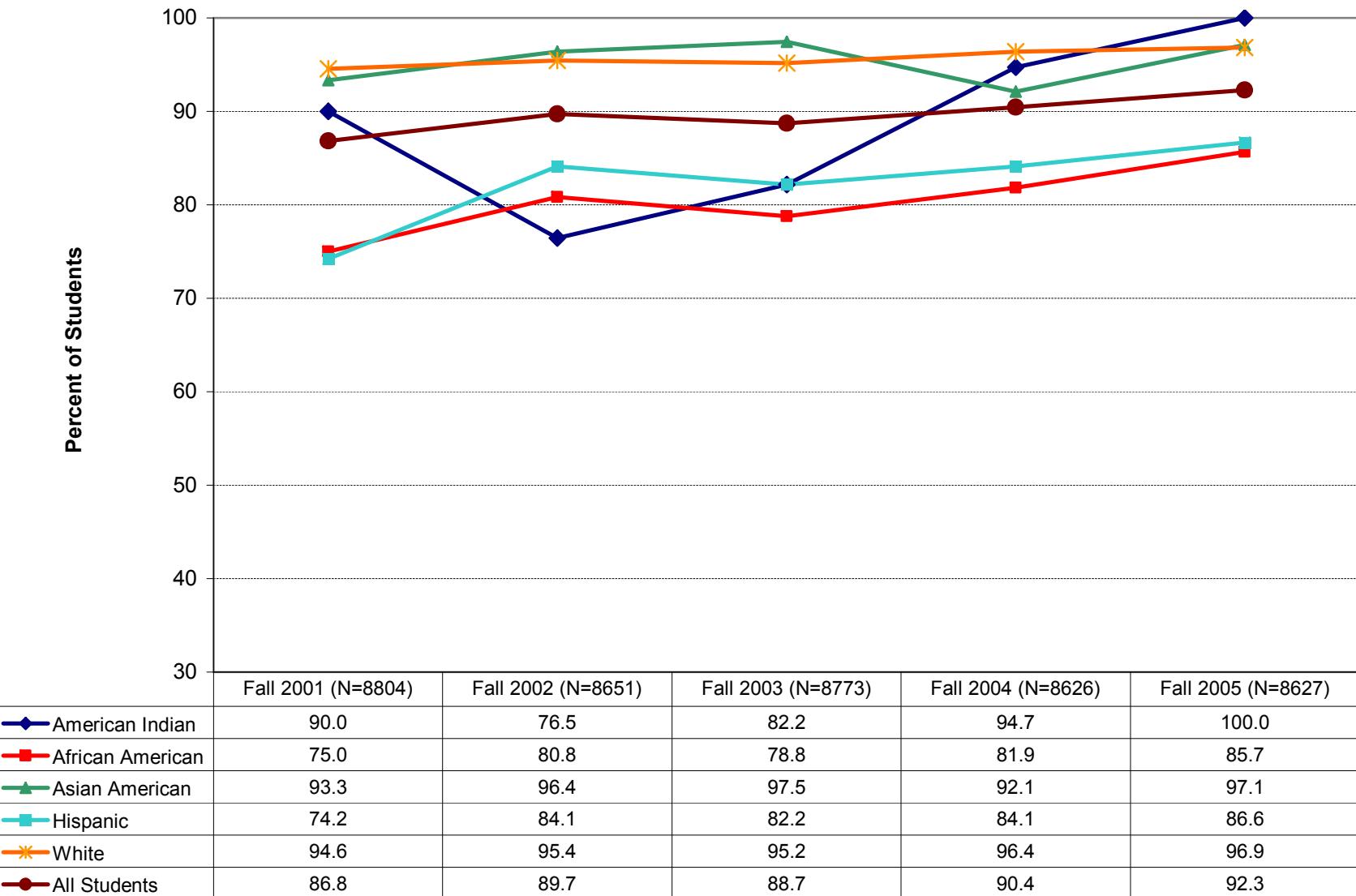
Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 2	LEP	384	398.41	90.1	9.9	-	42.97	47.14	9.9	-	311	55.38	60
Grade 2	Not LEP	8115	401.77	87.76	12.24	-	49.16	38.61	12.24	-	8094	56.57	62
Grade 3	LEP	243	419.24	60.08	39.92	< 5.0	12.76	45.68	24.28	15.64	196	51.82	53
Grade 3	Not LEP	8424	443.56	78.73	21.27	11.17	22.33	45.23	13.15	8.12	8410	63.06	73
Grade 4	LEP	148	432.04	43.92	56.08	< 5.0	< 5.0	36.49	31.76	24.32	119	50.51	51
Grade 4	Not LEP	8475	461.32	78.7	21.3	12.83	19.66	46.22	13.43	7.87	8459	64.4	75
Grade 5	LEP	108	456.43	51.85	48.15	< 5.0	< 5.0	44.44	23.15	25	88	53.58	57
Grade 5	Not LEP	8634	478.66	77.26	22.74	8.52	13.78	54.96	13.64	9.09	8632	63.15	73
Grade 6	LEP	91	459.11	37.36	62.64	< 5.0	< 5.0	32.97	21.98	40.66	70	45.59	42
Grade 6	Not LEP	9037	488.68	71.99	28.01	9.02	11.83	51.15	11.67	16.33	9109	57.02	63
Grade 7	LEP	122	450.75	24.59	75.41	< 5.0	< 5.0	19.67	8.2	67.21	73	39.43	31
Grade 7	Not LEP	9307	491.4	65.6	34.4	12.57	11.12	41.9	11.8	22.61	9347	57.91	65
Grade 8	LEP	139	472.55	30.94	69.06	< 5.0	7.19	22.3	22.3	46.76	97	47.78	46
Grade 8	Not LEP	9880	502.46	62.7	37.3	14.41	12.66	35.63	13.77	23.53	9859	59.33	67
Grade 9	LEP	147	494.44	28.57	71.43	5.44	< 5.0	21.09	26.53	44.9	112	55.27	60
Grade 9	Not LEP	10311	516.83	51.52	48.48	11.46	6.55	33.51	25.39	23.09	10237	64.91	76
Grade 10	LEP	87	514.51	33.33	66.67	6.9	< 5.0	25.29	25.29	41.38	64	51.66	53
Grade 10	Not LEP	7387	535.47	59.19	40.81	14.07	10.5	34.61	17.61	23.2	7374	62.4	72
Grade 2	Title 1	5213	396.61	85.75	14.25	-	43.2	42.55	14.25	-	5150	54.07	58
Grade 2	Not Title 1	3286	409.56	91.24	8.76	-	57.88	33.35	8.76	-	3255	60.41	69
Grade 3	Title 1	5173	437.53	75.02	24.98	8.72	18.81	47.5	15.66	9.32	5117	60.81	70
Grade 3	Not Title 1	3494	450.8	82.91	17.09	14.14	26.87	41.9	10.22	6.87	3489	65.73	77
Grade 4	Title 1	5194	456.7	74.76	25.24	10.47	17.37	46.92	16.06	9.18	5178	62.64	72
Grade 4	Not Title 1	3429	467.05	83.17	16.83	15.98	22.46	44.74	10.24	6.59	3400	66.58	78
Grade 5	Title 1	4434	474.44	73.66	26.34	6.77	11.52	55.37	15.56	10.78	4428	61.64	71
Grade 5	Not Title 1	4308	482.45	80.34	19.66	10.21	15.85	54.27	11.91	7.75	4292	64.51	75
Grade 6	Title 1	3138	483.63	66.76	33.24	7.52	9.27	49.97	13.51	19.73	3114	55.53	60
Grade 6	Not Title 1	5990	490.88	74.21	25.79	9.72	13.01	51.49	10.87	14.92	6065	57.65	64
Grade 7	Title 1	1225	486.27	62.45	37.55	9.63	10.04	42.78	12.49	25.06	1222	55.94	61
Grade 7	Not Title 1	8204	491.56	65.46	34.54	12.88	11.13	41.44	11.64	22.9	8198	58.04	65
Grade 8	Title 1	1177	497.74	59.39	40.61	11.38	10.88	37.13	15.8	24.81	1173	58.02	65
Grade 8	Not Title 1	8842	502.62	62.64	37.36	14.61	12.81	35.22	13.63	23.73	8783	59.38	67
Grade 9	Title 1	151	509.15	41.72	58.28	< 5.0	< 5.0	37.09	41.06	17.22	151	61.47	71
Grade 9	Not Title 1	10307	516.63	51.33	48.67	11.51	6.55	33.28	25.18	23.49	10198	64.86	76
Grade 10	Title 1	93	517.15	41.94	58.06	< 5.0	< 5.0	37.63	25.81	32.26	93	53.7	57
Grade 10	Not Title 1	7381	535.46	59.1	40.9	14.14	10.49	34.47	17.6	23.3	7345	62.42	72

DELAWARE STUDENT TESTING PROGRAM

STATE SUMMARY

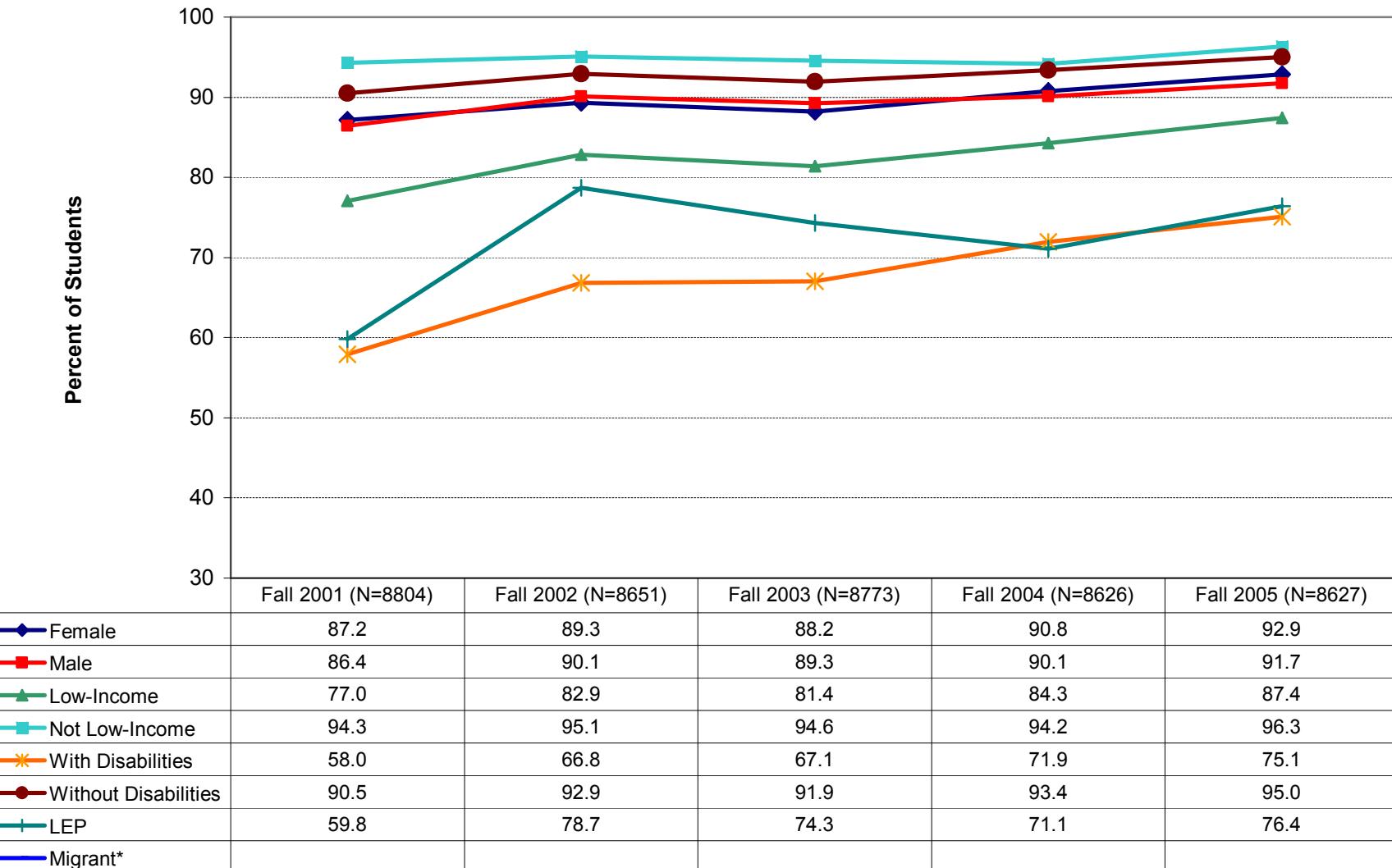
**THE MOST RECENT TREND DATA IN STUDENT
ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES**

Table 41
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 4 - Science



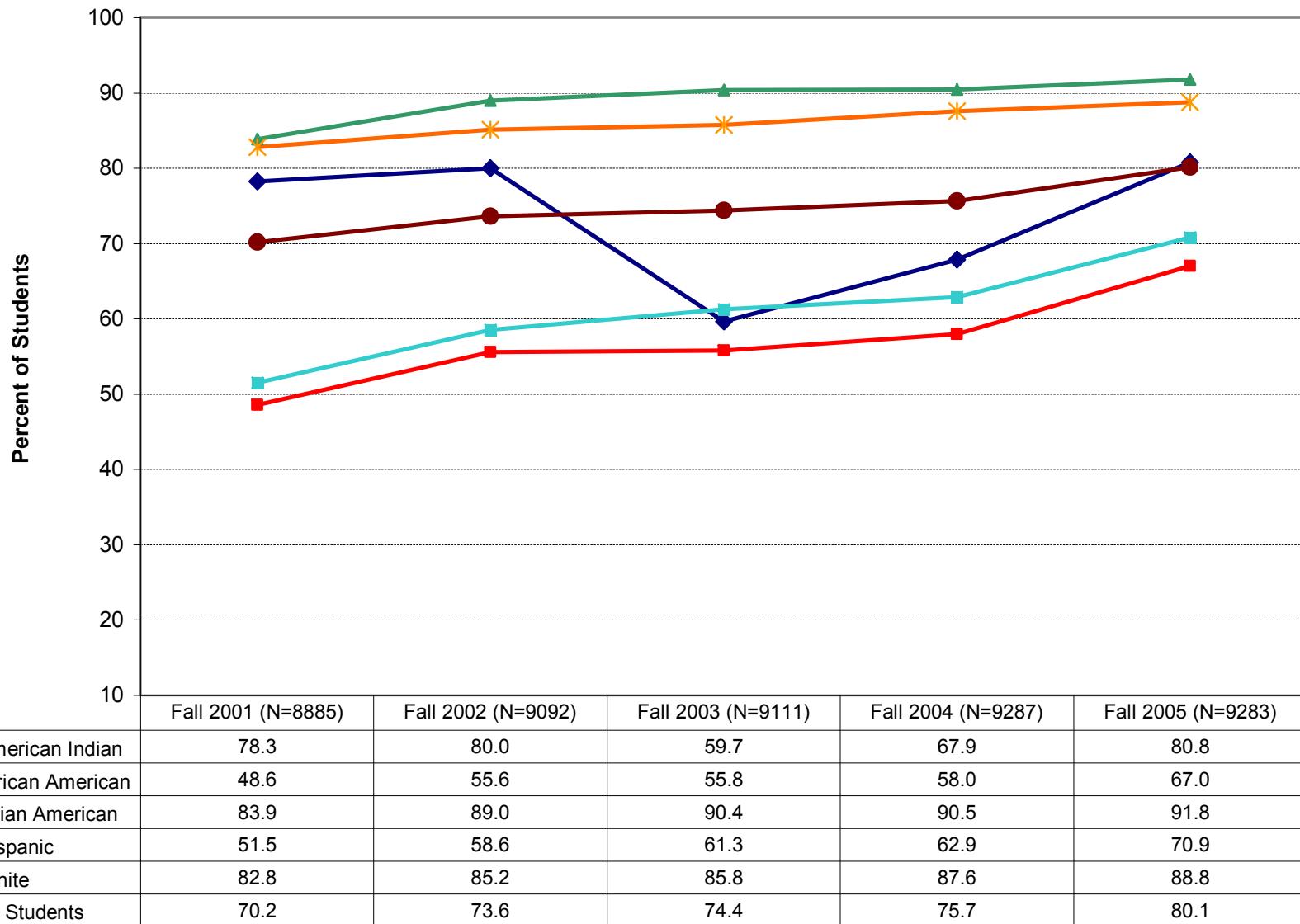
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 42
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 4 - Science



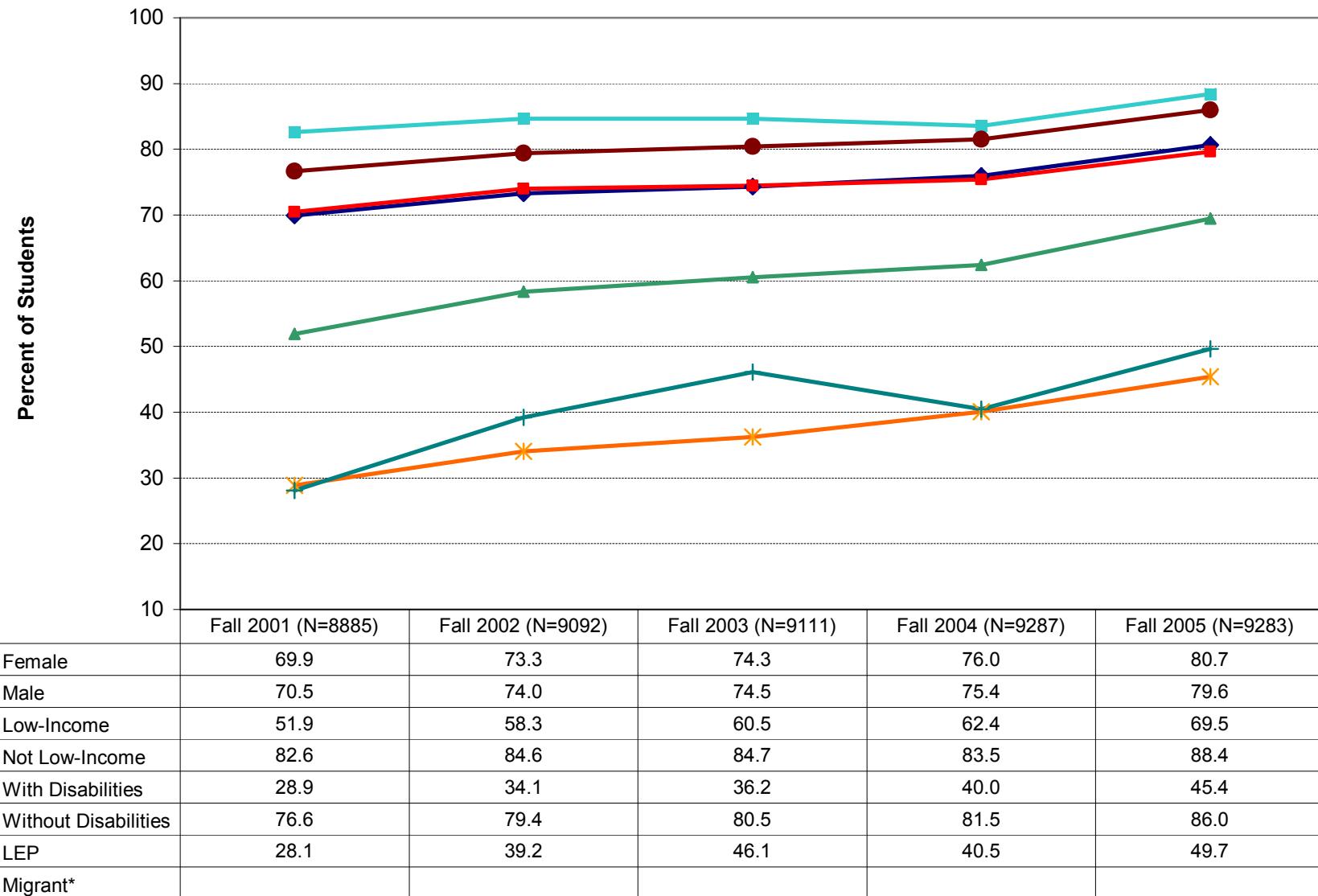
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 43
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 6 - Science



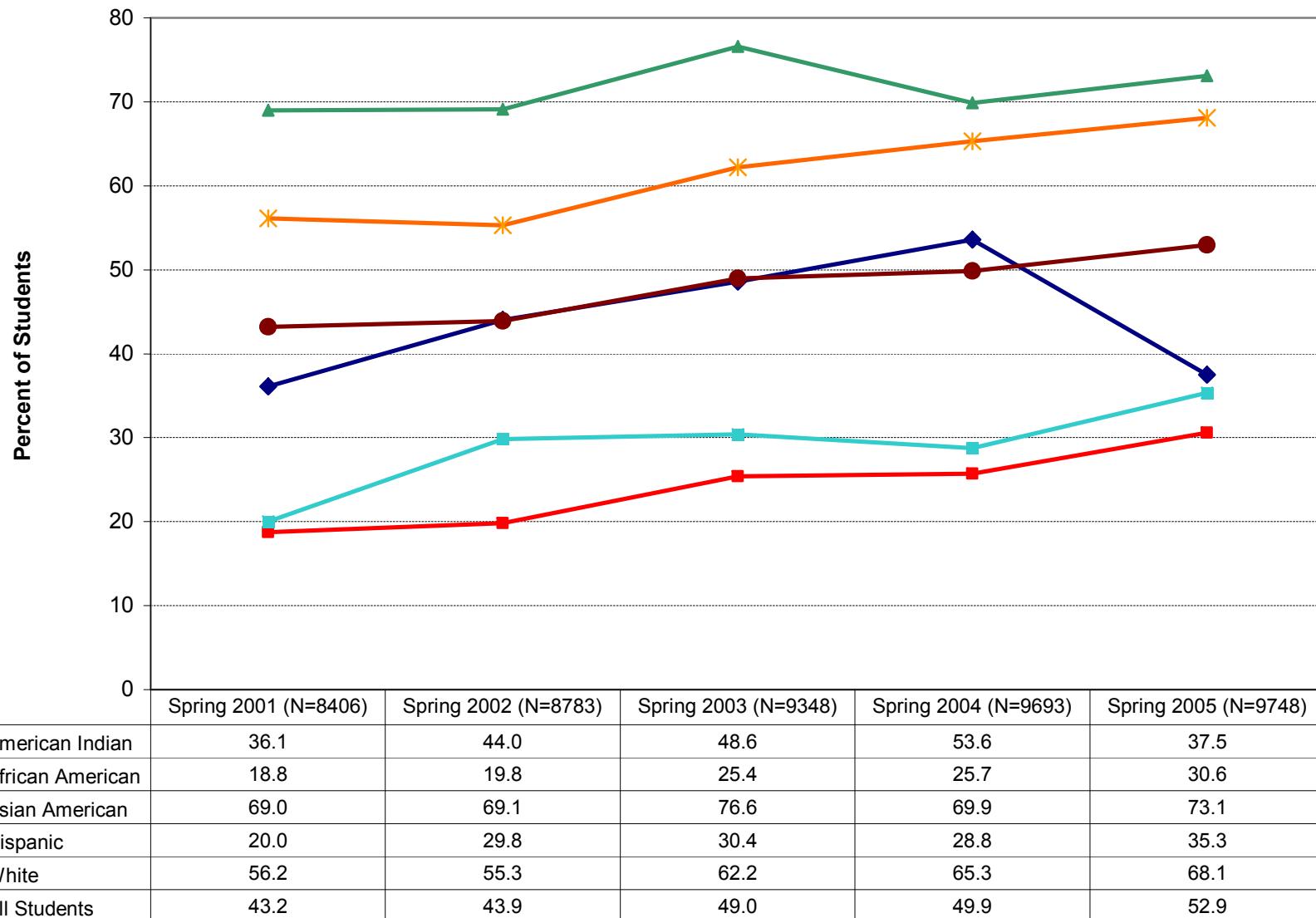
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 44
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 6 - Science



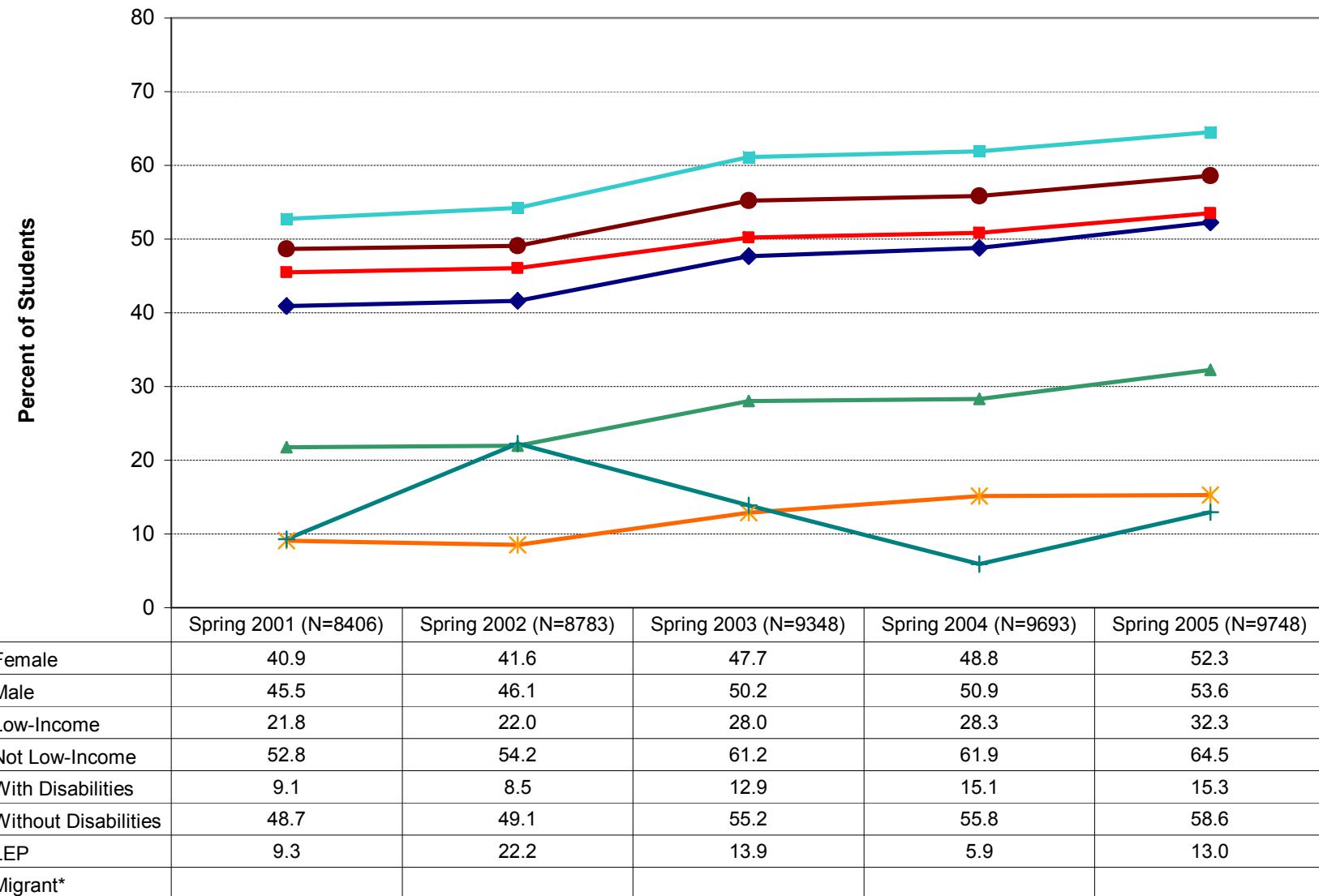
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 45
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 8 - Science



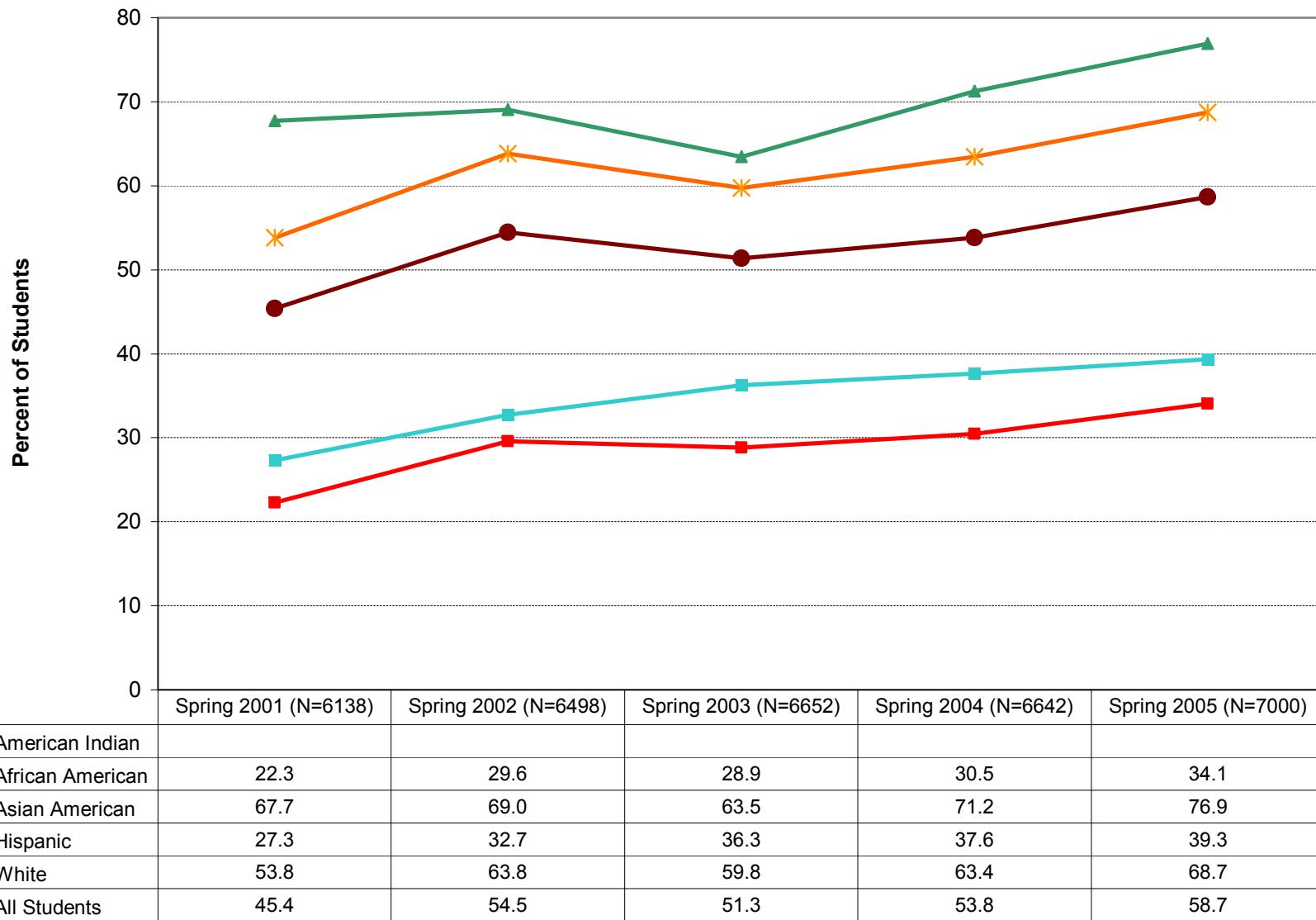
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 46
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 8 - Science



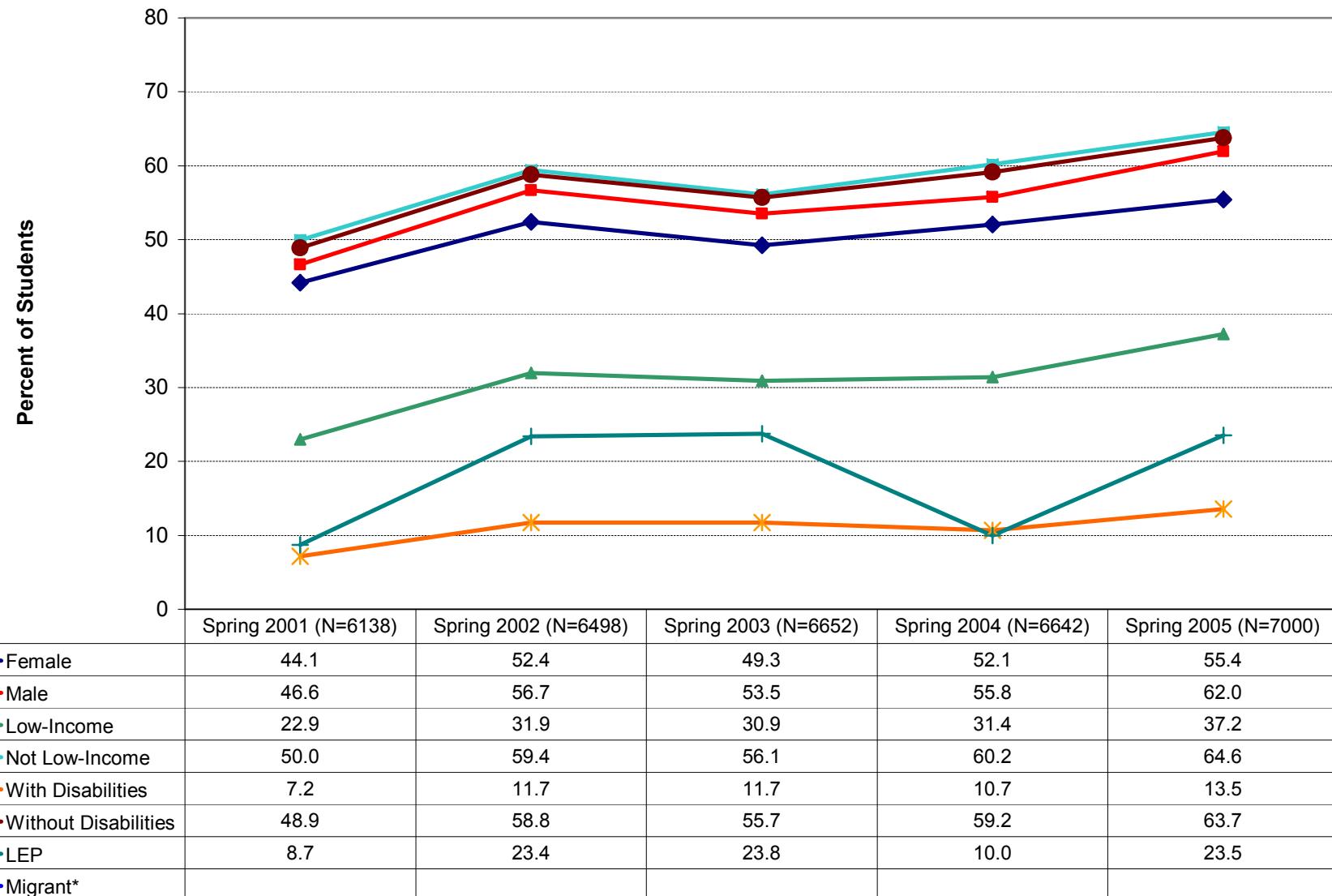
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 47
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 11 - Science



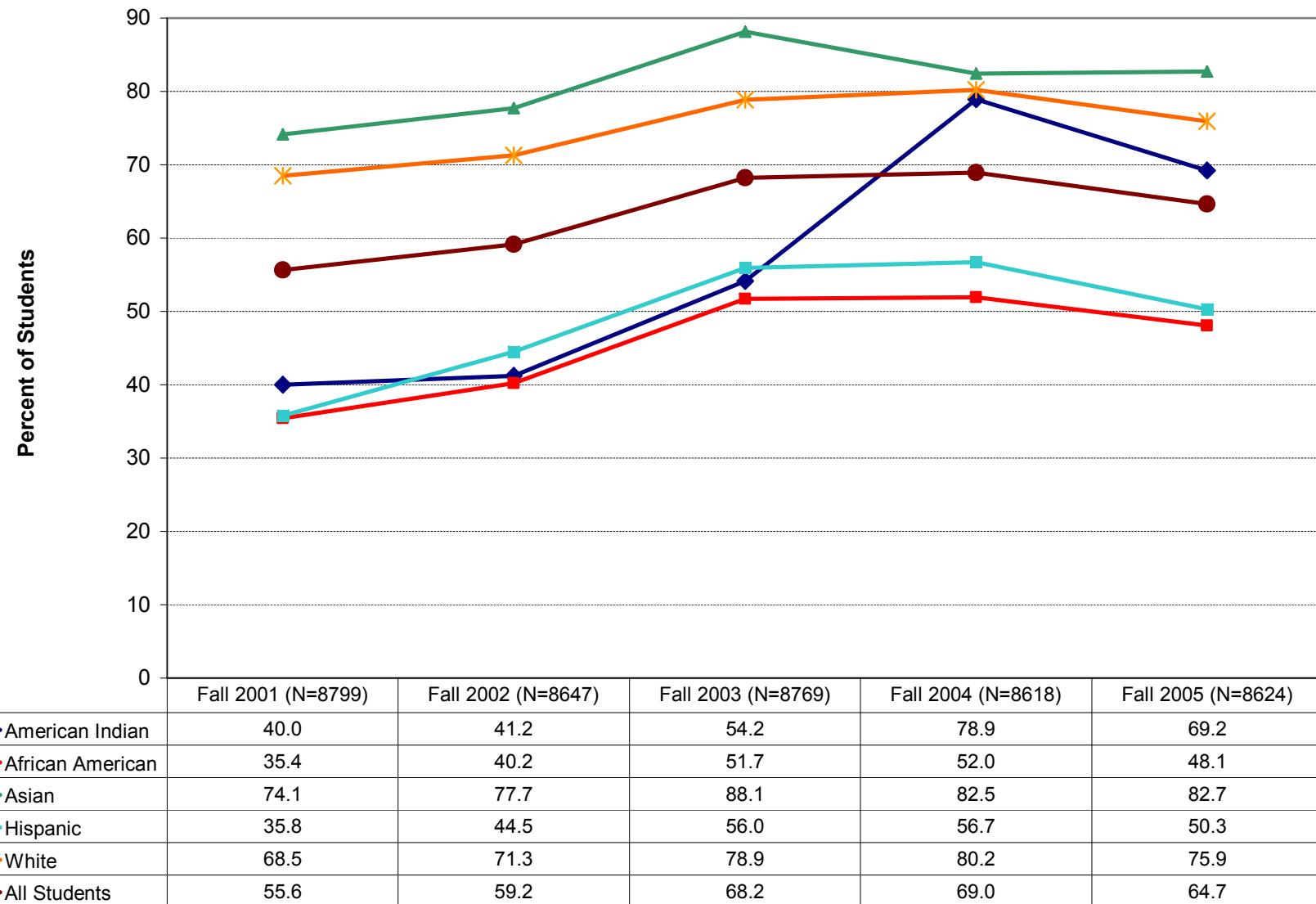
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 48
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 11 - Science



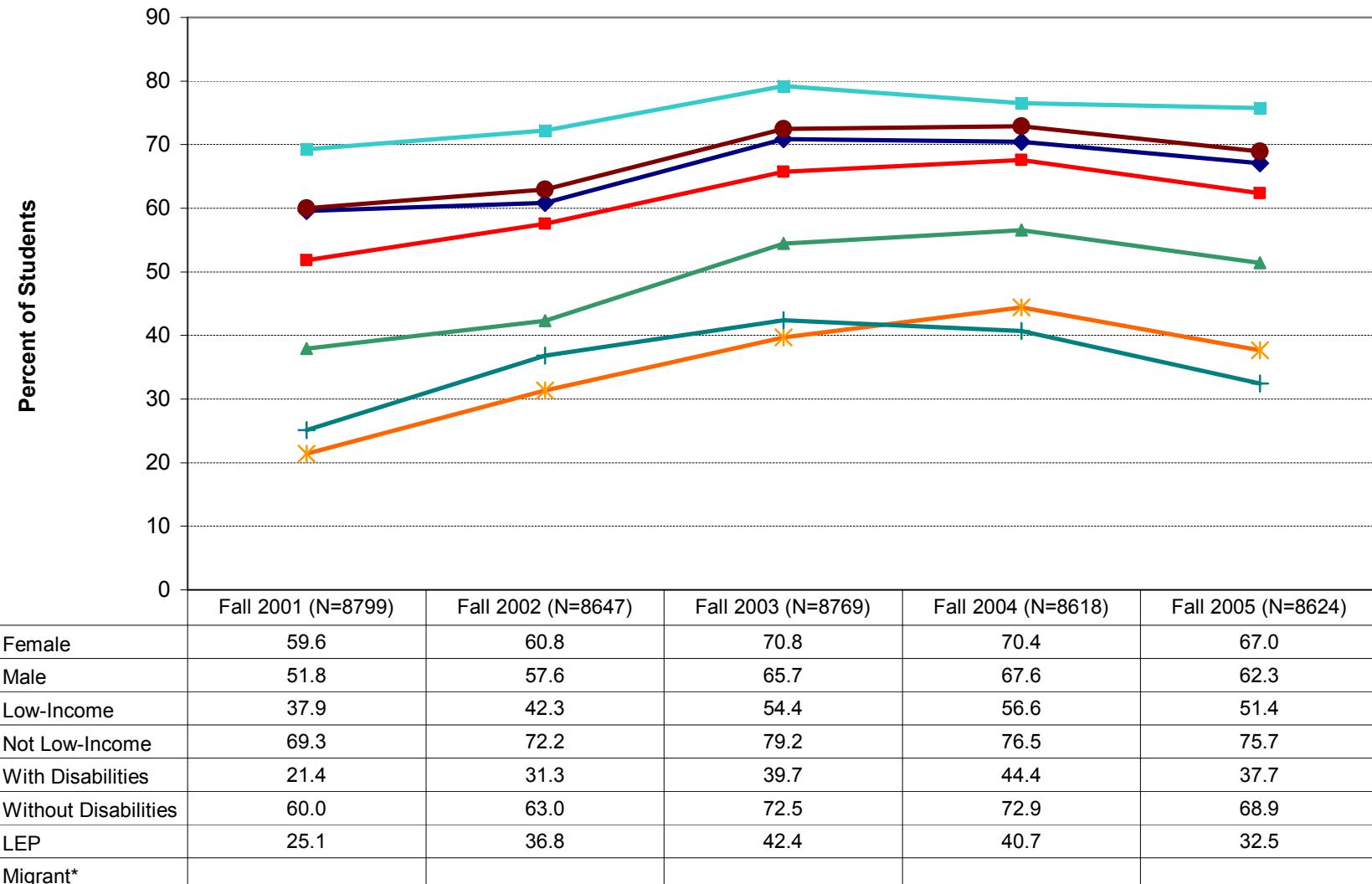
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 49
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 4 - Social Studies



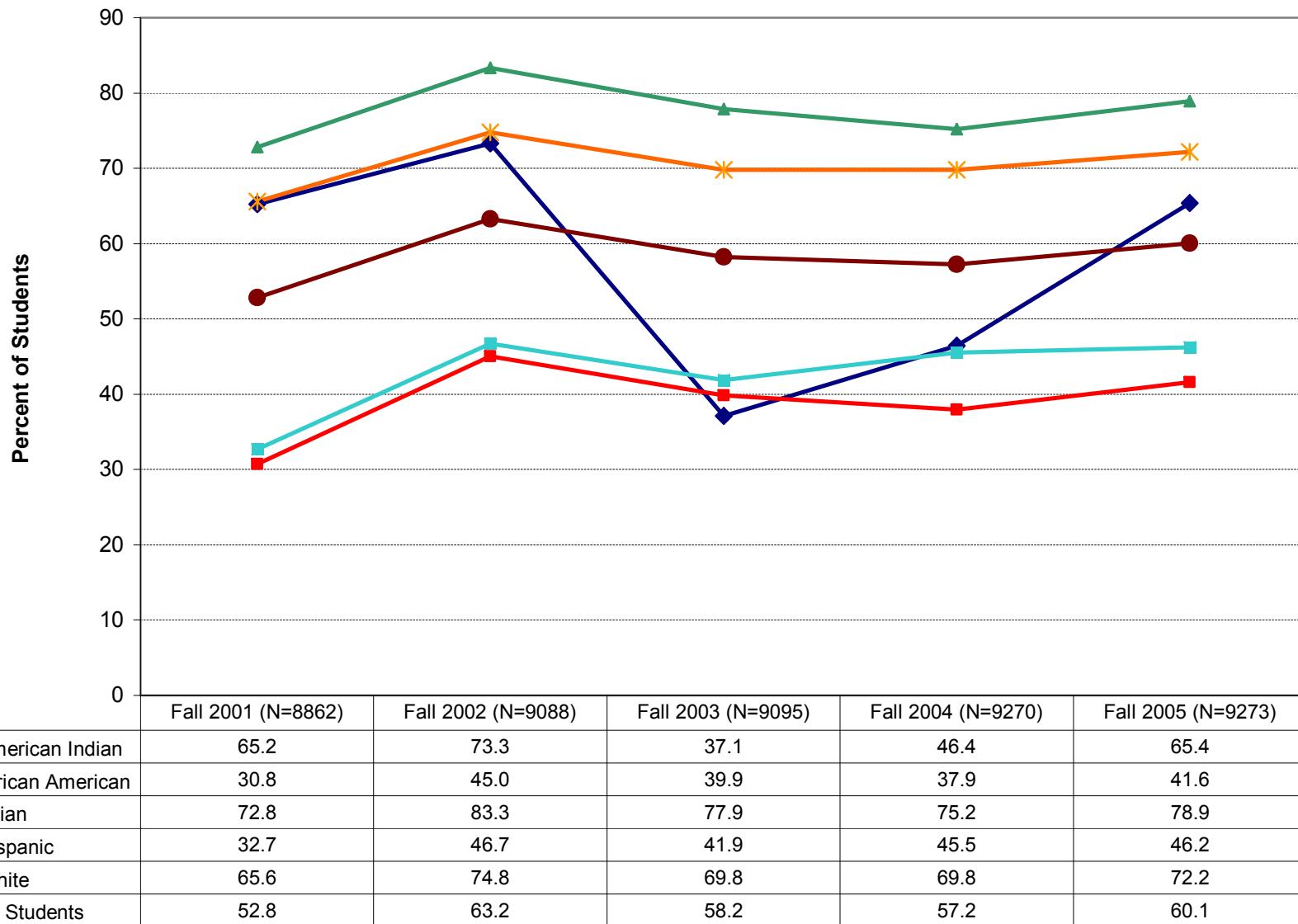
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 50
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 4 - Social Studies



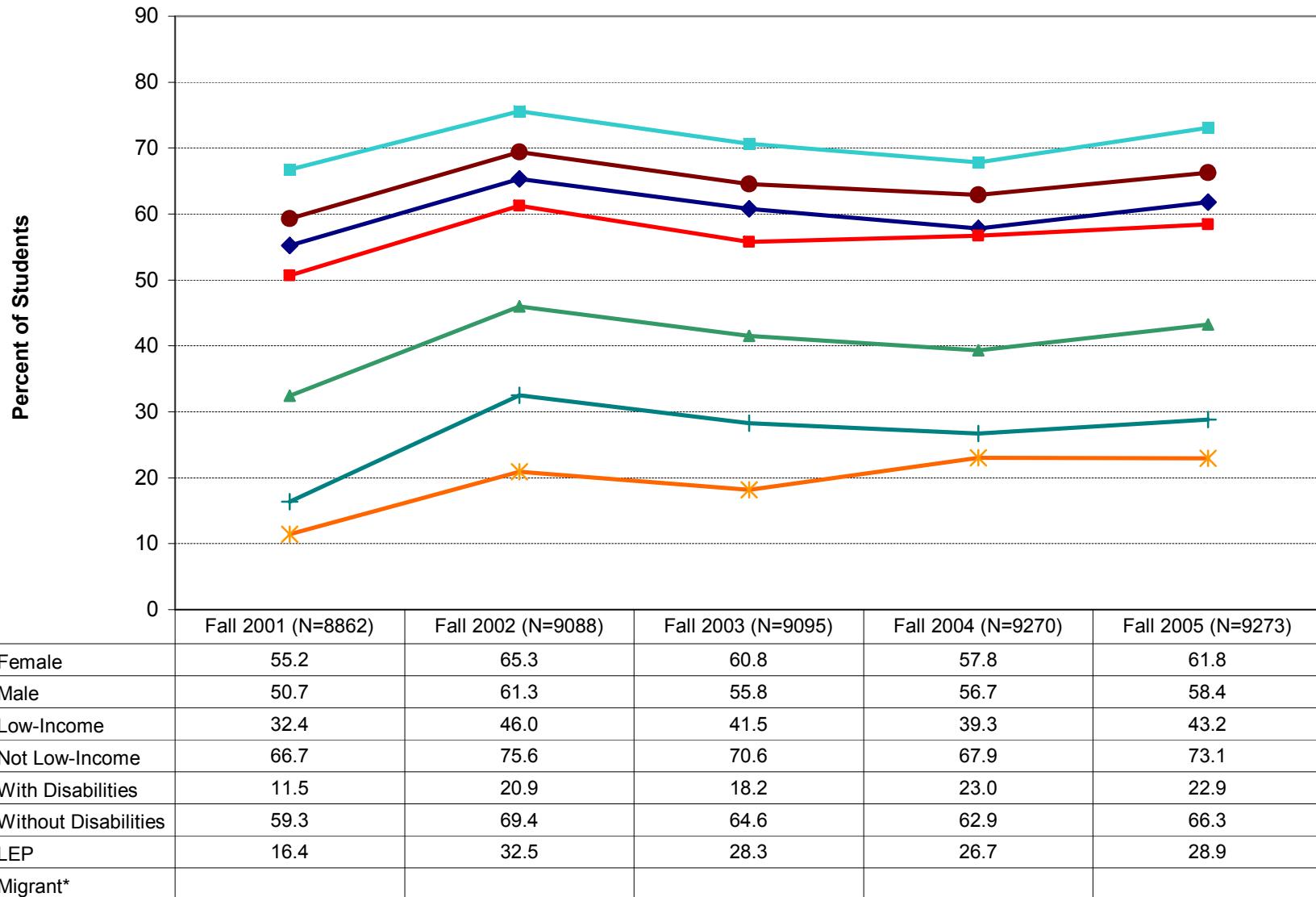
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 51
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 6 - Social Studies



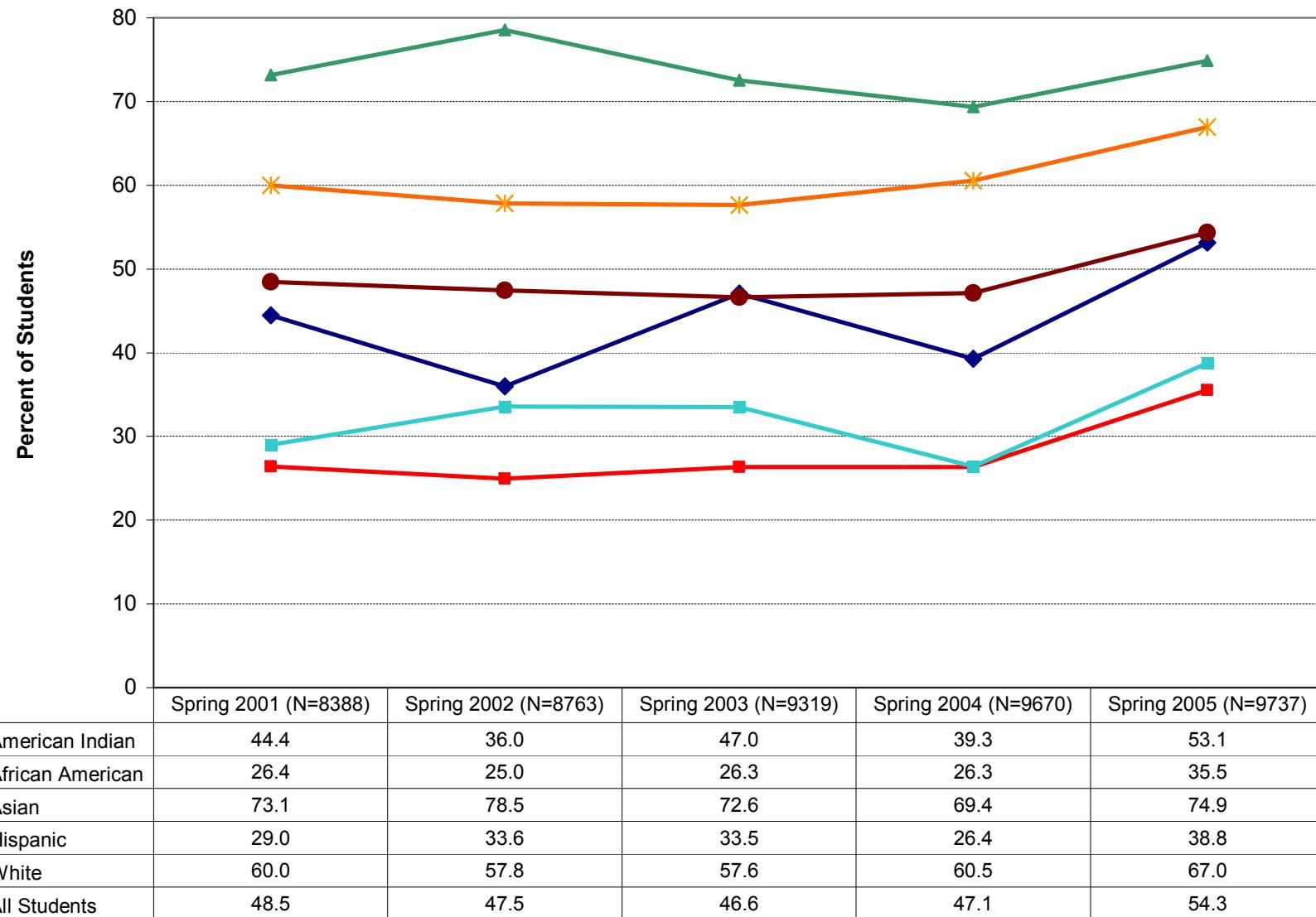
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 52
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 6 - Social Studies



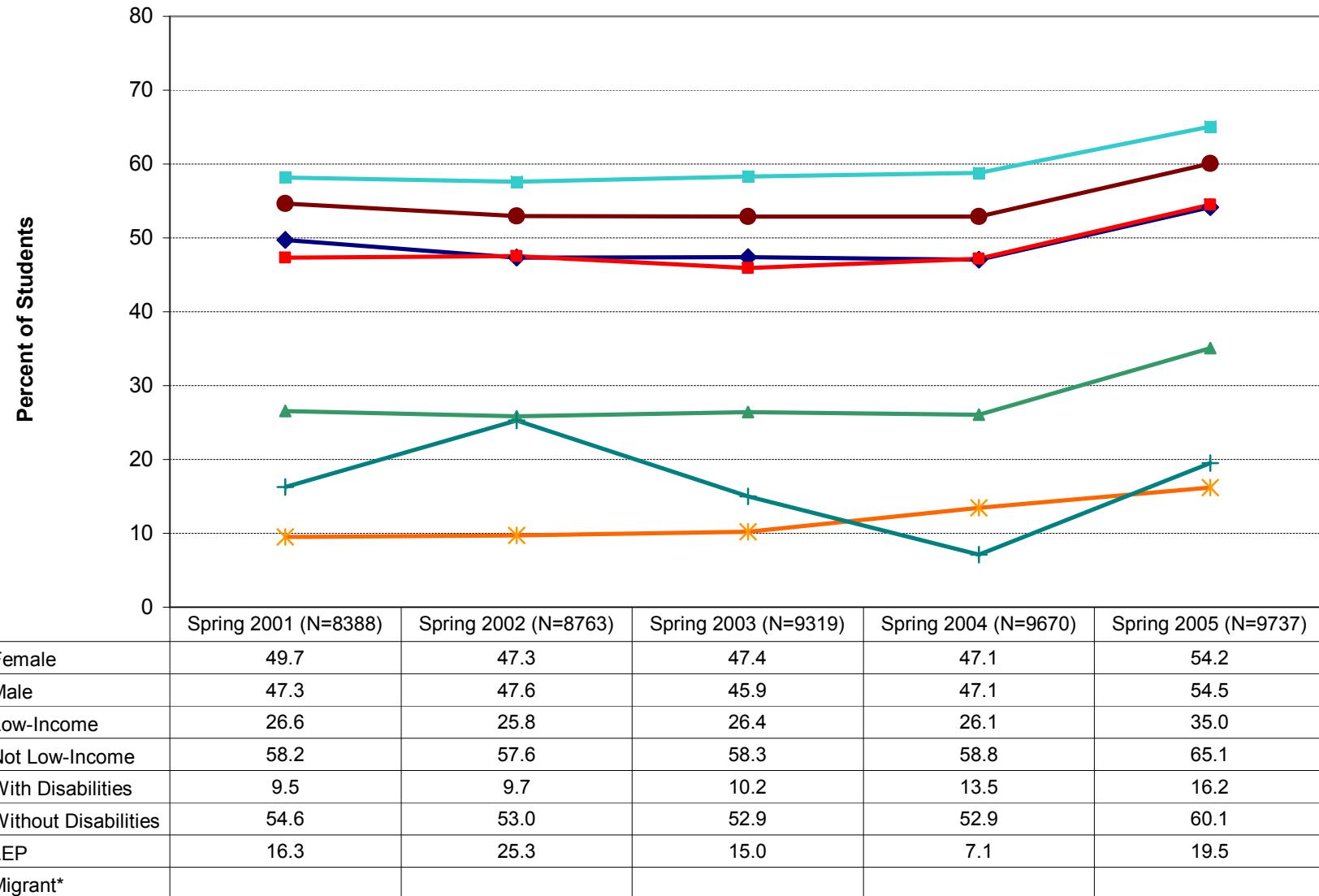
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 53
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 8 - Social Studies



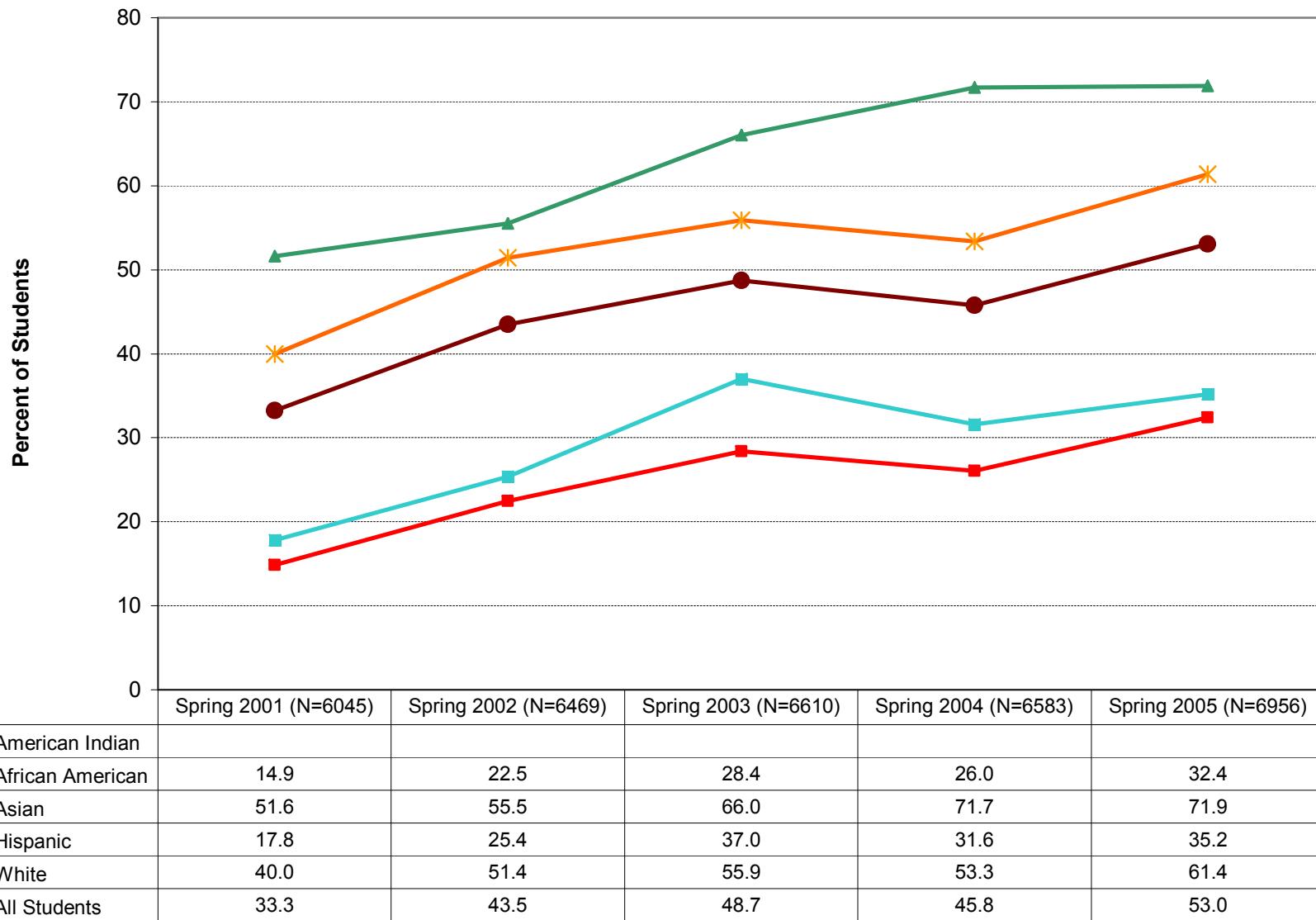
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 54
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 8 - Social Studies



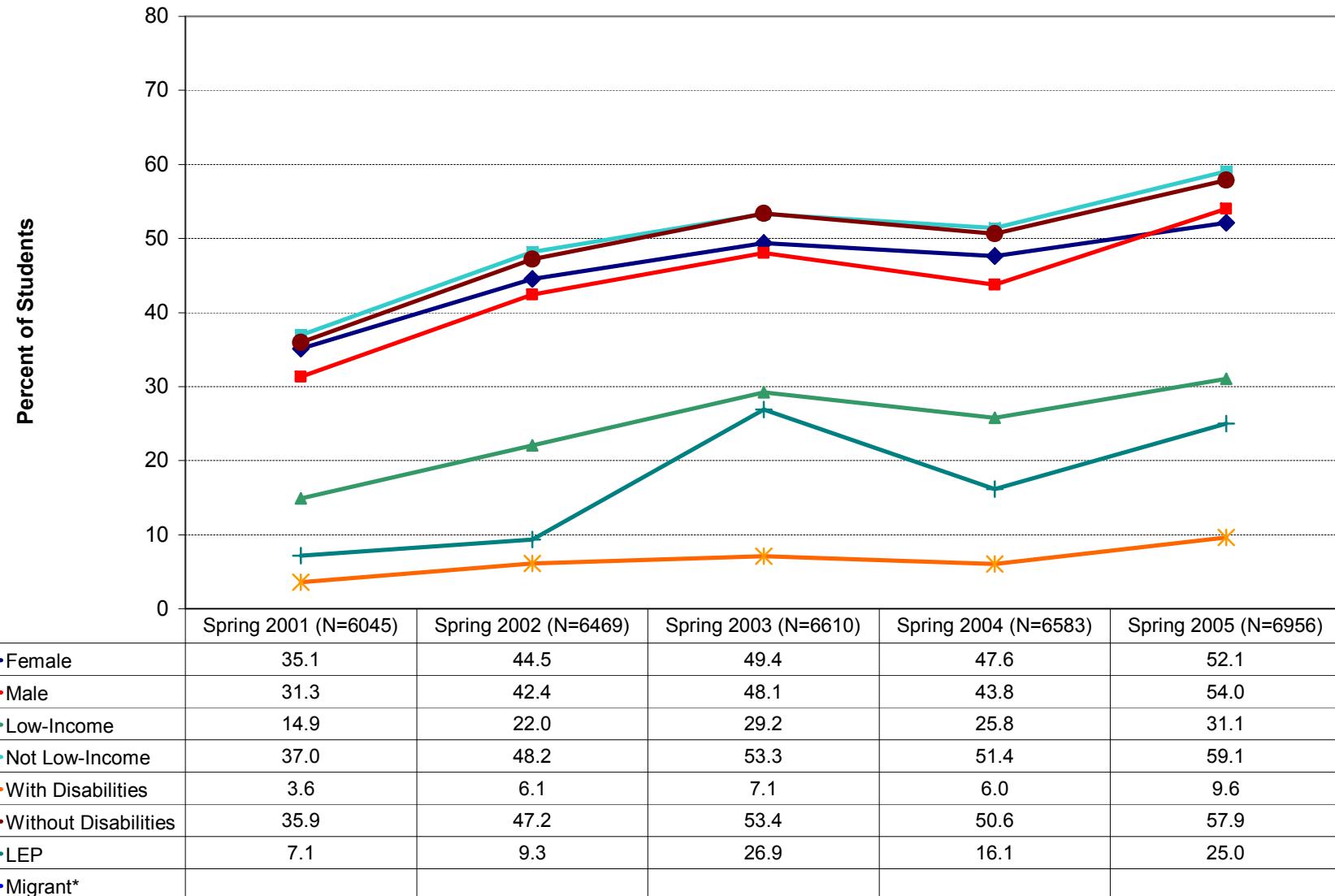
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 55
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 11 - Social Studies



* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 56
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 11 - Social Studies



* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

**OTHER INDICATORS USED BY THE STATE TO
DETERMINE THE ADEQUATE YEARLY PROGRESS OF
STUDENTS IN ACHIEVING STATE ACADEMIC
ACHIEVEMENT STANDARDS DISAGGREGATED BY
STUDENT SUBGROUPS**

FOR HIGH SCHOOLS - COHORT GRADUATION RATES

**FOR ELEMENTARY AND MIDDLE SCHOOLS – PROGRESS SHOWN IN THE “ALL”
STUDENTS CELL FOR AVERAGE SCALE SCORES FOR READING AND MATHEMATICS
COMBINED FOR STUDENTS SCORING BELOW THE STANDARD COMPARED TO THE
PREVIOUS YEAR**

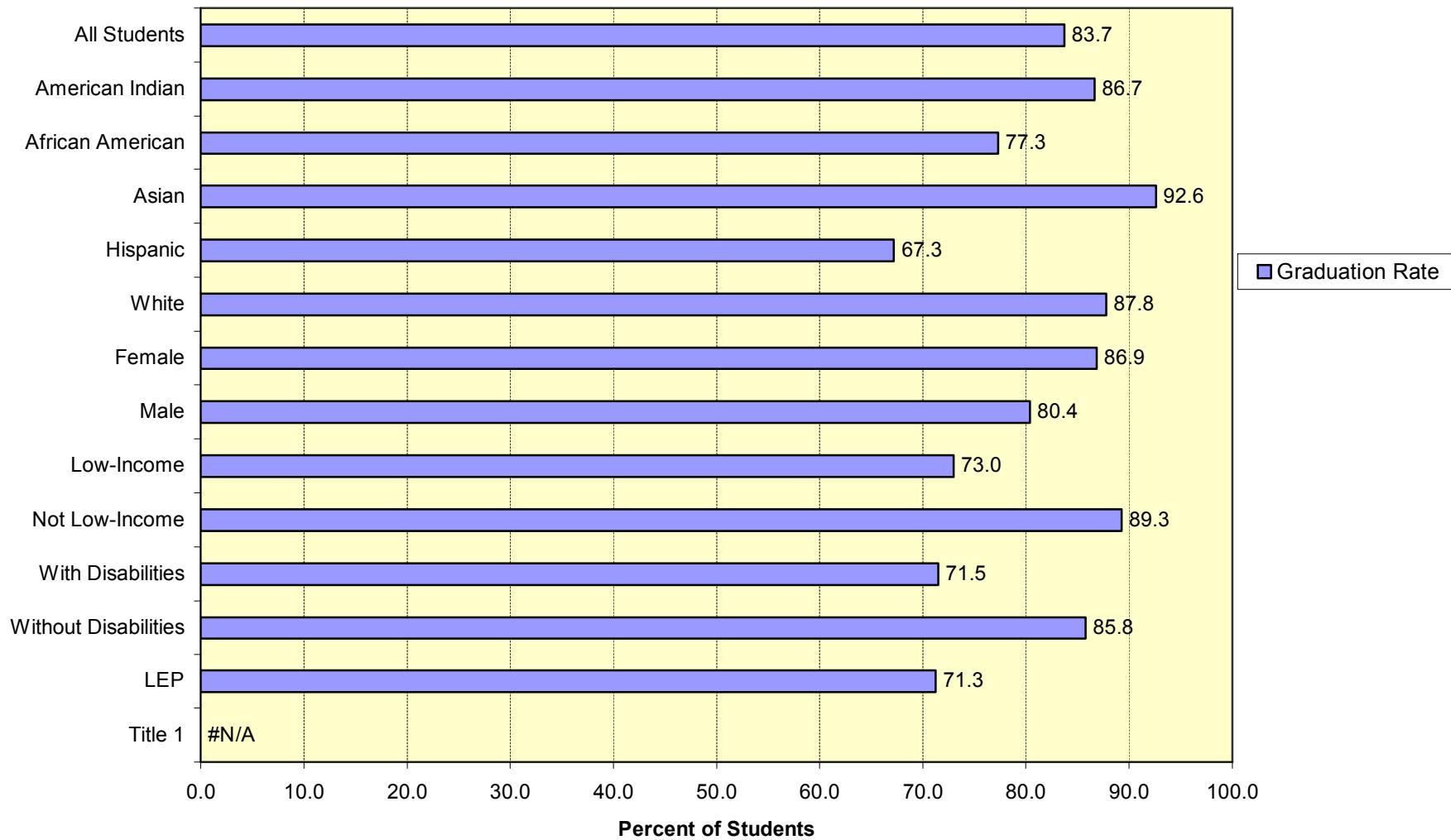
DELAWARE SECONDARY SCHOOL GRADUATES

**IN THE AGGREGATE AND DISAGGREGATED BY RACE, EDUCATION LEVEL,
INCOME AND LIMITED ENGLISH PROFICIENCY, MIGRANT, GENDER, AND
TITLE I**

July 1, 2004 – June 30, 2005

June, 2005 Graduation Rate

83.7% (6,086) of the 9th grade class of four years ago (7,269) graduated in June of 2005

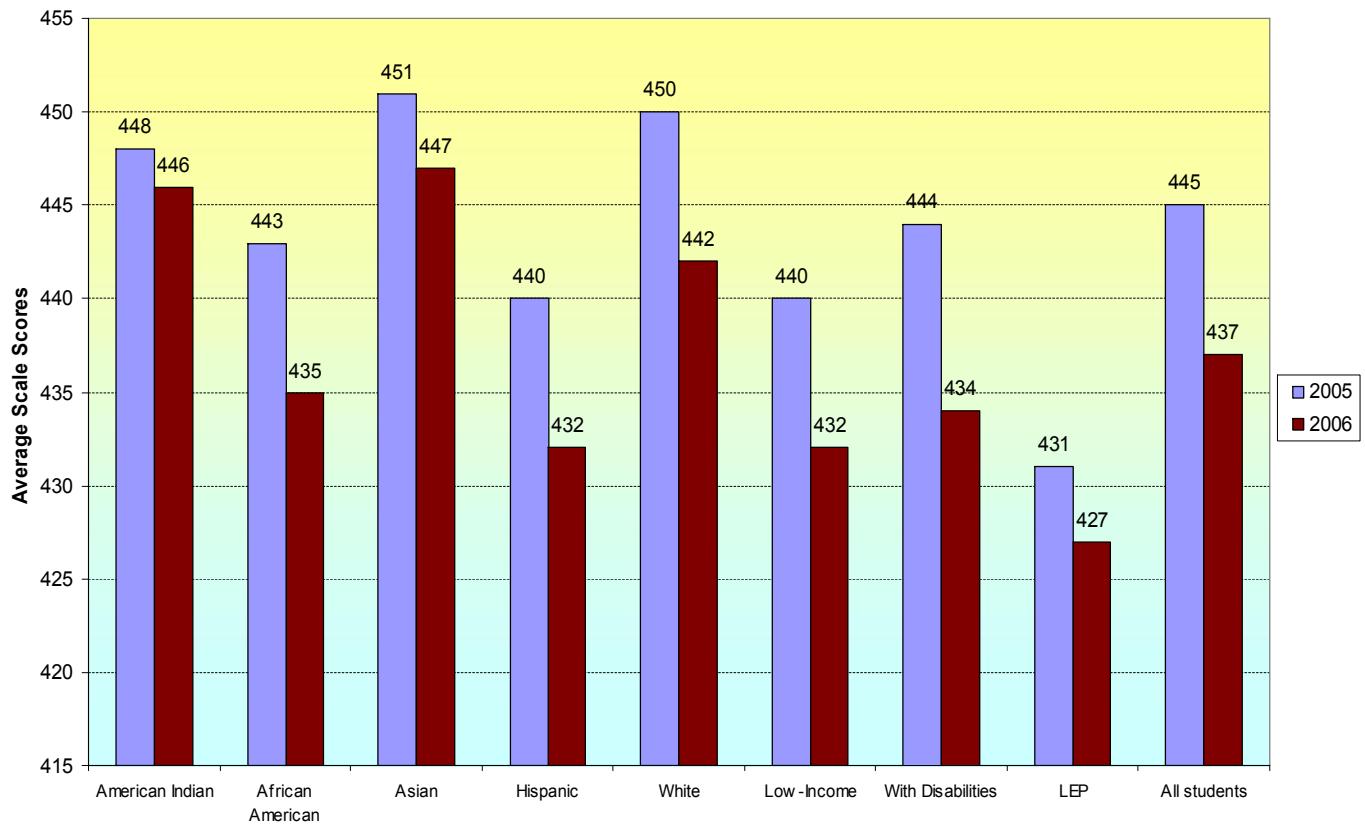


Notes: These Graduation Rates Will Differ from Reported AYP Graduation Rates Due to the Inclusion of Adult Education Students.

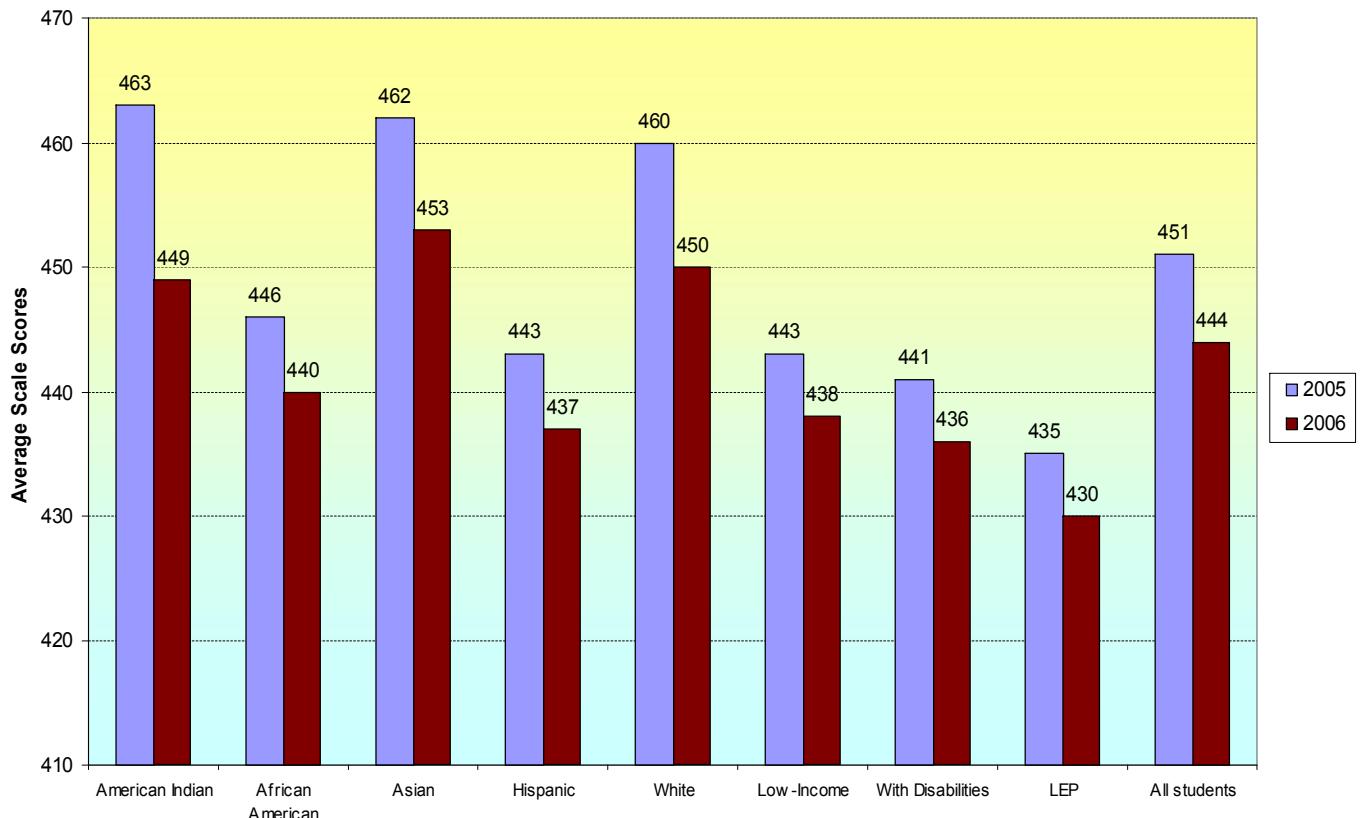
Data Not Provided For Student Categories With <15 Total Students.

PROGRESS SHOWN IN THE “ALL” STUDENTS CELL FOR AVERAGE SCALE SCORES FOR READING AND MATH COMBINED FOR STUDENTS SCORING BELOW THE STANDARD COMPARED TO THE PREVIOUS YEAR

**Average Reading Scale Scores for Students Below Standards
2005 vs. 2006**



**Average Math Scale Scores for Students Below Standards
2005 vs. 2006**



ACCOUNTABILITY REGULATIONS

Performance of Local Education
Agencies in Delaware Making
Adequate Yearly Progress (AYP)
Including the Number and Names
Of Schools and Districts Identified As
“Under Improvement”

DELAWARE SCHOOL AND DISTRICT ACCOUNTABILITY SYSTEM EXECUTIVE SUMMARY

As a result of the *No Child Left Behind* (NCLB) Act of 2001, Delaware was required to modify its existing accountability system to meet the requirements of the far-reaching federal law. According to NCLB, all states are required to conduct an annual assessment of all students in grades 3-8 and one high school grade. The results of these annual assessments in selected grades are currently used as the primary means to determine school and school district accountability ratings. Delaware merged existing state accountability processes with the new federal legislation to produce a unique accountability system that not only meets the needs of Delaware legislation, but also addresses the federal requirements. The system allows Delaware to monitor student progress in various subgroups of students, at the school, district and state levels.

Adequate Yearly Progress (AYP) is designed to measure academic performance of not only all students but of subgroups within the student population. One of the key changes to Delaware's existing system, and for all states across the country, is that 100% of all students must be proficient in English/language arts (reading and writing) and mathematics by the 2013-2014 school year. The federal formula for determining AYP is based upon all students and required subgroups of students meeting proficiency at an established annual target. That target will continually increase towards the 2013-2014 school year when 100% of students across the U.S. must be proficient.

Delaware's Accountability System, which determines ratings for schools and districts, is based on the performance of students *taught* in each school or district rather than just *tested* in the school/district. A student's Delaware Student Testing Program (DSTP) results are assigned to the school/district(s) that the student attended.

The following conditions are applied to calculate school accountability. Annual measurable target percentages have been established in Delaware for both reading/language arts and mathematics. Delaware's target this year for English/language arts is 57%. In mathematics, the target has been calculated at 33%. Specific categories of students (all, race/ethnicity, low-income, limited English proficient and children with disabilities) must meet these annual percentages each year or show a decrease of at least 10% in the number of students not meeting standards in order for a school to successfully meet Adequate Yearly Progress (AYP) requirements. Schools must also meet State Progress Determination (SPD) targets consisting of scaled composite scores representing the percentage of students in each of five performance levels for reading, math, science and social studies tests. Schools will receive an overall rating determined by a combination of AYP and SPD ratings. There must be at least 40 students in any category before that category is utilized in measuring a school's progress towards meeting target goals. Data is reported if there are at least 15 students in a subgroup.

Ninety-five percent of all students (higher of current year or two-year average) must participate in the DSTP assessments in order for a school to make adequate yearly progress. The school must also maintain progress from the previous year for other academic indicators. For high schools, it is the graduation rate. For elementary and middle schools, it is progress shown in the "All" students cell for average scale scores for reading and math combined for students scoring below the standard compared to the previous year.

The following conditions are applied to calculate district accountability. The district's State Progress Determination (SPD), the state component, and an Adequate Yearly Progress (AYP) status, the federally required computation, are the primary outputs of the accountability system. District accountability combines students into three component grade level clusters: elementary (grades K - 5), middle (grades 6, 7 & 8) and high school (grades 9-12).

In determining percent meeting/exceeding the standards (performance target), the percentage of students meeting standards is compared to a State target. The higher of two measures is used to determine progress for the performance target: the current year's test data or the average of the current year and the previous year of test scores. If a score does not meet the target, a mathematical confidence interval is calculated, added to the district's score and compared to the target. A similar comparison is used to determine if the 95% participation target was met, the higher of the current participation rate or the two-year average will be used.

Eight target levels have been established between the span of 2003 to 2014 to guide Delaware's progress towards having 100% of Delaware students meeting/exceeding standards for both English/language arts and math. If a district does not meet the target for a given year, a second look is used to see if indeed there has been some progress toward the target. If the progress shows a 10% or greater decrease in the percent of students not meeting the standards as compared to the previous year, then that district is granted 'Safe Harbor' and will meet the annual performance target provided that progress in the other indicator is also demonstrated.

To meet Adequate Yearly Progress (AYP), a district must meet: (1) participation standards for all subgroups that have a population of 40 or more students; (2) performance targets or attaining Safe Harbor for all subgroups that have a population of 40 or more students; and (3) maintain or show progress toward the appropriate Other Indicator for the total district population. The district must maintain or show progress towards both the elementary/middle school Other Indicator (scale score performance on the reading and math assessments) AND the high school Other Indicator (graduation rate).

Districts must also meet a State Progress Determination (SPD) target. This district-wide calculation is a scaled composite score consisting of the percentage of students in each performance level for reading, math, science and social studies tests. The district must achieve a certain composite score AND show specified amounts of progress over last year's composite score to be rated Above Target, Meets Target, or Below Target.

A district's rating status is based on a district's progress or lack of progress towards achieving mandated targets. If a district has a Below Target rating in English-language arts, mathematics or Other Indicators, in each of the grade-clusters, the district will not have met AYP; it will be Below Target. If a district does not meet AYP for two consecutive years because of the same content area or because of not maintaining or showing progress on other indicators for two consecutive years, that district is designated as Under Improvement (UI).

A school or school district is classified as "Under School Improvement" if it does not make AYP in the same content area (percent proficient or participation rate) for two consecutive years, or the school or school district does not maintain or show progress on the "Other Indicator" for two consecutive years. A school or district can be moved out of "Under School Improvement" if all targets are met for two consecutive years in the same content area or "Other Indicator" that placed the school or district "Under School Improvement" and the school or district must not fall below targets in the other content area or "Other Indicator" target for two consecutive years.

Under Delaware's revised accountability system, schools and districts are classified in one of the following categories:

- **Superior** means that the school or district has met AYP, is not under improvement and has met additional, rigorous state criteria.
- **Commendable** indicates that AYP has been met while the school or district is not "Under Improvement."
- **Academic Review** means AYP is not met for one year and SPD is met OR AYP is not met for one year and SPD is not met OR AYP is met and SPD is not met (second year)
- **Academic Progress** means AYP is not met (different subject) two or more years and SPD is met
- **Academic Progress-Under School Improvement** means AYP is not met (same subject) two or more years and SPD is met
- **Academic Watch** means AYP is not met two or more years (different subject) and SPD is not met
- **Academic Watch-Under Improvement** means AYP is not met for two or more years (same subject) and SPD is not met

Consequences for schools not meeting AYP differ depending on whether the school is a non-Title 1 school or a Title 1 (receives federal funding for low income students) school.

Title 1 School:

- **1 year** = School implements choice
- **2 years** = School offers choice and provides supplemental services
- **3 years** = Same as year 2 plus school is subject to corrective action
- **4 years** = Same as year 3 plus school develops a plan for restructuring
- **5 years** = Same as year 2 plus school implements a plan for restructuring

Non-Title 1 School:

- **1 year** = Review and modify School Improvement Plan (SIP)
- **2 years** = Same as year 1; provide additional priority to subgroups that did not meet target
- **3 years** = Same as year 2; school subject to corrective action
- **4 years** = Same as year 3; school develops plan for restructuring
- **5 years** = Same as year 3; school implements restructuring plan

Secretary of Education Valerie Woodruff states that the ratings applied to the schools and school districts do not totally reflect what is being accomplished in Delaware's public schools. "Delaware has been engaged in education reform for the past 13 years. During that time, we have seen our students meet tougher, higher standards and achieve greater academic success. We have seen a steady increase in our reading, writing and math scores at our early grades; we have seen increases in our SAT9 scores." Added Secretary Woodruff, "Our NAEP scores in reading and writing continue to be among the best in the country. I am proud of the diligent, hard work of all of our educators and what they continue to do to provide a quality education for all students".

Legend for Following Ratings Tables:

A - Above Target
M - Meets Target
B - Below Target

* **Title I Schools**

Y - The cell met the target without using a confidence interval
C - The cell met the target using a confidence interval
S - The cell met the target using Safe Harbor Status
H - The cell met the target using Safe Harbor with a confidence interval
X - The cell met the target using Safe Harbor, but was not supported by Other Indicators
N - The cell did not meet the target and did not meet Safe Harbor criteria

Ratings:

S - Superior
C - Commendable
AR - Academic Review
AP - Academic Progress
AW - Academic Watch
N/A - Not Applicable

School	School Summaries 2006																																
	ELA Performance						ELA Participation						Math Performance						Math Participation														
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed
Ceasar Rodney																																	
Frear Elem*	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21	
McIlvaine Elem*	A	A	Y	Y				Y																						S	0	5	
Welch Elem	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
Stokes Elem*	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21		
Star Hill Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
Simpson Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
Postlethwait Middle	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21		
Brown Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21		
Fifer Middle	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	S	0	23			
Caesar Rodney High	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
DAFB Middle	A	A	Y		Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	11		
Charlton School	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13			
Capital																																	
East Dover Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15			
South Dover Elem*	A	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17			
North Dover Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
Washington Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
Fairview Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
Hartly Elem	A	A	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13			
Towne Point Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
Central Middle	M	M	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI2	0	25		
William Henry Middle	M	M	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	0	23				
Dover High	B	B	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	AW	SI1	5	21			
Kent County Comm	M																									C	0	1					
Kent Secondary ILC	M	B																								C	0	1					
Lake Forest																																	
L F East Elem*	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13				
L F North Elem*	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	19				
L F South Elem*	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13				
WT Chipman Middle	M	M	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI2	0	21			
Lake Forest High	B	B	Y		Y		N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	13				
L F Central Elem	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21				

School	School Summaries 2006																																									
	ELA Performance							ELA Participation							Math Performance							Math Participation																				
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed
Laurel																																										
N Laurel Elem*	M	M	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	21								
Dunbar Elem*	M	B	Y	C	Y	Y	C																									AR	0	9								
Laurel Middle	M	A	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17									
Laurel Intermediate	M	M	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17									
Laurel High	M	A	Y		Y	C	Y																								S	0	13									
Cape Henlopen																																										
Brittingham Elem*	A	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17									
Shields Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21									
Mariner Middle	M	M	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	22									
Milton Elementary*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17									
Rehoboth Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	19									
Beacon Middle	M	A	Y	C	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21									
Cape Henlopen High	B	B	Y		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	15										
Sussex Consortium	M	A	Y		C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13										
Milford																																										
Banneker Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	25										
Morris Early Child*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	9										
Ross Elem*	M	A	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	25										
Milford Middle	M	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	C	0	25										
Milford High	M	B	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17											
Milford ILC		N																										N/A	N/A	2	5											
Seaford																																										
Seaford Central Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17										
West Seaford Elem*	M	A	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17										
Blades Elementary*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17										
Fred Douglass Elem*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17										
Seaford Middle*	M	M	Y	C	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	AP	CA	0	25										
Seaford High	B	M	C	H	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	N	N	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI1	2	17											

School	School Summaries 2006																													
	ELA Performance						ELA Participation						Math Performance						Math Participation						Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed	Total # of cells	
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	
Smyrna																														
Clayton Elem*	A	A	Y				Y	Y	Y																	Y	S	0	13	
Smyrna Elem*	A	A	Y	Y	Y	Y	Y	Y	Y																Y	S	0	17		
Smyrna Kindergarten*	A	A	Y				Y																				Y	S	0	5
N Smyrna Elem*	A	A	Y	Y	Y	Y	Y	Y	Y																Y	S	0	17		
Smyrna Middle	B	M	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
J Bassett Moore	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Smyrna ILC		C																C									N/A	N/A	0	5
Smyrna High	M	M	Y	C	Y	C	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Appoquinimink																														
Silver Lake Elem*	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Cedar Lane Elem	A	A	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Appoquinimink ECC*	A	A	Y				Y		Y																		Y	S	0	7
Townsend Elem*	A	A	Y				Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Redding Middle*	M	A	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Meredith Middle	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Middletown High	B	B	Y	C	Y	S	C	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Loss Elementary	A	A	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Brick Mill Elementary Sch*	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Brandywine																														
Brandywood Elem	A	A	Y				Y		Y																	Y	S	0	9	
Carrcroft Elem	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Darley Rd Elem*	M	B	Y	C					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Forwood Elem	M	A	Y				Y	C	Y																	Y	S	0	11	
Lancashire Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Lombardy Elem	A	A	Y				Y		Y																	Y	S	0	9	
Maple Lane Elem*	A	A	Y				Y	Y	Y																	Y	S	0	11	
Claymont Elementary*	M	A	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Harlan Elem*	B	M	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
P. S. duPont Elem*	B	B	Y	C	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Hanby Middle	B	A	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Mt. Pleasant Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Springer Middle	M	A	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Talley Middle	B	A	Y	Y	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Brandywine High	B	A	Y	C	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	S	Y	Y	Y	Y	Y	Y	Y	Y		
Concord High	B	A	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Mt Pleasant High	M	M	Y	C	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		

School	School Summaries 2006																																									
	ELA Performance							ELA Participation							Math Performance							Math Participation																				
	AYP	State Progress	All	Amer. Ind.	Af. Amer.	Asian Amer.	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind.	Af. Amer.	Asian Amer.	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind.	Af. Amer.	Asian Amer.	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind.	Af. Amer.	Asian Amer.	Hispanic	White	LEP	Spec Ed	Low SES	Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed
Red Clay																																										
Forest Oak Elem	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	20							
Heritage Elem	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15								
Highlands Elem*		Y																														N/A	N/A	0	13							
William Lewis Elem*	M	B	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	21								
Shortlidge Elem*	N																															N/A	N/A	2	11							
Linden Hill Elem	Y																															N/A	N/A	0	10							
Baltz Elem*	M	B	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	27								
Richardson Park Elem*	Y																															N/A	N/A	0	16							
Marbrook Elem*	Y																															N/A	N/A	0	14							
Richey Elem*	M	B	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	15								
Brandywine Springs	A	A	Y																													S	0	9								
Mote Elem	N			C		C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N																	N/A	N/A	2	16					
Warner Elem*	N																															N/A	N/A	2	13							
North Star Elementary	Y																															N/A	N/A	0	9							
A I duPont Middle	B	M	C	C	H	Y	N	N	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	S	N	C	Y	Y	Y	Y	Y	Y	Y	AP	R1	3	29					
H B duPont Middle	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	27								
Skyline Middle	M	A	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	26								
Stanton Middle	M	M	Y	C	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI2	0	25							
Conrad Middle	B	A	C	C	H	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	AP	R1	5	29						
Calloway Art School	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17								
Dickinson High	B	A	C	S	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	CA	1	17							
A I duPont High	M	M	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI2	0	19							
McKean High	B	M	C	S	H	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	S	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	CA	3	21						

School	School Summaries 2006																		ELA Performance						ELA Participation						Math Performance						Math Participation					
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed	Total # of cells								
Colonial																																										
Downie Elem*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17												
Castle Hills Elem*	B	A	Y	Y	Y	Y	Y	C	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	29												
Pleasantville Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17													
Wilm Manor Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17													
Southern Elementary	M	A	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21													
Colwyck Elem*	A	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	21													
McCullough Elem*	M	M	Y	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	25													
Eisenberg Elem*	B	M	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	AR	1	25													
Bedford Middle	B	M	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	AR	3	28												
New Castle Middle	M	M	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	0	25														
Read Middle	B	B	Y	Y	Y	Y	Y	N	S	Y	Y	Y	Y	Y	Y	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	AW	CA	2	29												
Penn High	M	M	Y	Y	C	Y	S	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y	AP	SI2	0	25												
Leach School	A	A	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S																
Woodbridge																											N/A	N/A	2	5												
Colonial ILC			N									Y						N			Y																					
Wheatley Middle*	M	M	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	0	25														
Woodbridge Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21														
Woodbridge High	B	M	Y	C	Y	Y	N	Y	Y	Y	Y	Y	C	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	AP	CA	1	17													
Indian River																																										
Long Neck*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17													
North Georgetown*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	27														
Frankford Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21														
Georgetown Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21														
Lord Balt Elem	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17													
East Millsboro Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21														
Showell Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13														
Selbyville Middle	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	25														
Sussex Central Middle*	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	S	0	25														
Indian River High	M	M	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	13														
Sussex Central High	B	B	Y	C	Y	Y	N	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	17														
S Del Sch of Arts	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13														
Ennis	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17														
Delmar																																										
Delmar Sr High	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	9														
Delmar Middle*	B	M	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	AR	1	21														

School	School Summaries 2006																												
	ELA Performance					ELA Participation					Math Performance					Math Participation					Oth. Ind.	School Rating	Sch Improvement Status	Number Cells Missed	Total # of cells				
School	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES
NCC Vo Tech																													
Howard HS of Tech*	B	M	C	C	Y	N	C	Y	Y	Y	Y	Y	C	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hodgson VoYTech High	M	A	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Delcastle Tech High*	B	M	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	C	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Polytech																													
Polytech High*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Sussex Tech																													
Sussex Tech High*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Charter Schools																													
Charter Sch of Wilm	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Positive Outcomes*	B	M	N	N	H	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
East Side Chtr*	M	B	C	C	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Campus Community Chtr*	M	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Thomas Edison Chtr*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Sussex Academy Chtr*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Delaware Military Academy*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Kuumba Academy*	A	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Marion T. Academy*	B	B	N	N	N	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Academy of Dover*	M	M	C	C	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Providence Creek*	B	B	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y		
MOT Charter*	M	A	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Newark Charter*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Agency School																													
DSCYF	M	M	H									N	N	N	N	N	H			N	N	N	N	N	Y	C	8	11	

Legend:

A - Above Target
M - Meets Target
B - Below Target

*** Title I Schools**

Y - The cell met the target without using a confidence interval
C - The cell met the target using a confidence interval
S - The cell met the target using Safe Harbor Status
X - The cell met the target using Safe Harbor, but was not supported by Other Indicators
N - The cell did not meet the target and did not meet Safe Harbor criteria
H - The cell met the target using an Hypothesis Test (like a confidence interval)

SI1 - Sch Improvement year 1
SI2 - Sch Improvement year 2
CA - Corrective Action
R1 - Reorganization year 1
R2 - Reorganization year 2
N/A - Not Applicable

Ratings:

S - Superior
C - Commendable
AR - Academic Review
AP - Academic Progress
AW - Academic Watch

ACCOUNTABILITY REGULATIONS

**Performance of the State of Delaware
in Making Adequate Yearly Progress (AYP)**

Delaware Accountability System

Delaware's Accountability system, which determines ratings for schools and districts, is also used to determine the accountability rating for the State of Delaware. The rating is based on the performance of students on the Delaware Student Testing Program (DSTP). This system compares the percentage of students that meet or exceed Delaware Content Standards in English/language arts and mathematics each year to a state target.

Annual measurable targets have been established in Delaware for both reading/language arts and mathematics. Specific subgroups of students (all, race/ethnicity, low-income, limited English proficient and children with disabilities) must meet these annual goals each year or show a decrease of at least 10% in the number of students not meeting Standards (Safe Harbor) in order for the state to successfully meet accountability requirements. The State must also meet State Progress Determination (SPD) targets consisting of scaled composite scores representing the percentage of students showing progress from one year to the next in each of five performance levels for reading, math, science and social studies tests. The State will receive an overall rating determined by a combination of AYP and SPD ratings. There must be at least 40 students in any category before that category is utilized in measuring an agency's progress towards meeting target goals.

Ninety-five percent of all students must participate in the DSTP assessments in order for an agency to make adequate yearly progress. The agency must also maintain progress from the previous year for other academic indicators. For high schools, it is the graduation rate. For elementary and middle schools, it is progress in the scale scores of reading and math DSTP scores over the previous year for students who did not meet the standard, or a decrease in the percentage of students at performance level 1 in reading and math. Both indicators are applied to the State.

The State will receive one of the following ratings based on the progress indicators discussed above: Superior, Commendable, Academic Review, Academic Progress, Academic Progress-Under Improvement, Academic Watch or Academic Watch-Under Improvement.

State Rating Status

**Rating: Academic Progress – Under Improvement
(AYP is not met for two years; the state is under improvement.)**

Adequate Yearly Progress Status

Does Not Meet Adequate Yearly Progress (83% of Eligible Cells Met AYP Target)

Subgroup	ELA % Meeting/Exceeding Standards	ELA% Participation	Math % Meeting/Exceeding Standards	Math % Participation	Other Indicators Elementary / Middle School	Other Indicators Graduation Rate	
State 2006 Goal	62%	Safe Harbor	95%	41%	Safe Harbor	95%	Maintain or Improve
All Students	79%		99%	71%		99%	Y
American Indian	82%		98%	79%		98%	89.7%
African American	67%		99%	54%		99%	76.8% Y
Asian American	90%		100%	89%		99%	92.6% N
Hispanic	69%		99%	60%		99%	66.6%
White	86%		100%	81%		100%	87.8% Y
Limited English	59%	N	99%	54%		99%	70.8% N
Special Education	47%	H	98%	37%	H	99%	70.9% Y
Low Income	68%		99%	57%		99%	72.5% Y

H means that the cell qualified for Safe Harbor after a confidence interval was applied to the Below Standards reduction

N means this cell did not meet Safe Harbor (did not have a 10% reduction in the number of students who were below the standards the previous year) or did not meet the target for Scale Scores in DSTP Reading and Math Tests or Graduation Rate

Y means this cell maintained or improved in Scale Scores of Reading and Math DSTP Tests or Graduation Rate

* means that the number of Eligible Students was less than 40 for ELA, Mathematics, Participation Rate and Scale Scores of Reading and Math DSTP Tests/ Graduation Rate

-The target for “other indicators” is to maintain or show progress for the ALL STUDENTS subgroup. The information in the rest of the subgroups is for your reference or could have been used for safe harbor

PERSISTENTLY DANGEROUS SCHOOLS

(Delaware Department of Education Regulation 608 – Unsafe School Choice Option for Students in Persistently Dangerous Schools and for Students Who Have Been Victims of a Violent Felony)

“Persistently Dangerous School” means a school that has five or more unsafe incidents for every one hundred students enrolled for three consecutive fiscal years.

“Unsafe incidents” means any of the following:

- The school suspended or expelled a student for a federal gun-free schools violation; or
- The school suspended or expelled a student for a crime committed on school property which is required to be reported under 14 Del. C. § 4112; or
- The school reported a crime committed by a non-student on school property that is required to be reported under 14 Del. C. § 4112; or
- The school suspended or expelled a student for terroristic threatening as that term is defined in 11 Del. C. § 621.

“Violent felony” shall have the same meaning as provided in 11 Del. C. §4201 (c). (A list of these crimes can be found in the Delaware Guidelines for the Development of the Unsafe School Choice Option).

“Suspension” means, for the purpose of this regulation, the external removal of a student from the general school population.

A school identified as persistently dangerous will retain that designation for the entire fiscal year.

A student attending a persistently dangerous school shall be allowed to choice to a safe school in the same school district, including a charter school; provided such an option exists in the district, the student. The student should be permitted to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action or restructuring.

Each public school district having one or more persistently dangerous schools and any charter school identified as a persistently dangerous school shall develop a plan and time line that describes the process for notifying parents of the school’s status and for relocating any student who exercises the right to choice to a safe school. The plan shall also describe the corrective actions that will be implemented.

**THERE ARE NO PUBLIC SCHOOLS IN DELAWARE IDENTIFIED AS
“PERSISTENTLY DANGEROUS” UNDER CURRENT ESTABLISHED
GUIDELINES**

**Professional Qualifications of Teachers in the State,
The Percentage of Such Teachers with
Provisional/Emergency Credentials,
And the Percentage of Classes in the State Not Taught
By a Highly Qualified Teacher**

**Classes Taught by Highly Qualified (HQ) Teachers
by Class Level and Poverty
School Year 2006**

Class Level	Poverty Level*	Classes	# of Classes Taught by HQ Teachers	% of Classes Taught by HQ Teachers
All Classes	All	20,909	16,555	79.2
Elementary	High	896	706	78.8
Elementary	Low	851	778	91.4
Elementary	All	3,594	3,143	87.5
Secondary	High	2,789	1,677	60.1
Secondary	Low	3,762	2,911	77.4
Secondary	All	17,315	13,412	77.5

* Poverty Level Determined by Quartile Rankings, Based on the Percent of Free and Reduced Lunch Students in Each Class

**Classes Taught by Highly Qualified Teachers (HQT)
by NCLB Core Subject
School Year 2006**

Core Subject	Classes	# of Classes Taught by HQ Teachers	% of Classes Taught by HQ Teachers
English	2,844	2,175	76.5
Reading/Language Arts	1,290	865	67.1
Arts	2,729	2,485	91.1
Foreign Languages	1,186	998	84.1
Science	2,906	2,099	72.2
Mathematics	3,565	2,776	77.9
Geography	73	27	37.0
Civics & Government	385	328	85.2
Economics	54	34	63.0
Social Studies	1,761	1,316	74.7
History	861	716	83.2
Elementary General	3,123	2,736	87.6
Not Categorized	132	0	0.0
All Subjects	20,909	16,555	79.2

Source: Delaware Department of Education